

Category	General Management		
Document Name	Statement of Purpose		
Approval By	Brantridge School Governing Body		
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Brantridge School is an Academy and is a residential and day school. The school offers 54 places, (day, weekly boarding and extended day 8.30am to 4.15pm) for boys with Social, Emotional and Mental Health Difficulties (SEMH) and/or Autistic Spectrum Condition (ASC) from the age of 6 to 13 years referred from local authorities. The school is part of Orchard Hill College and Academy Trust (OHCAT) and is the school's accountable body and sponsor.. Brantridge transferred from the Radius Trust to OHCAT on the 1st January 2018.

Pupils at Brantridge School come from a variety of religious and cultural backgrounds. We celebrate in school assemblies, and work with the pupil, families and placing authorities, to ensure we are meeting the cultural, religious and spiritual needs of each pupil. All our places are Local Authority funded.

SCHOOL VISION

The main aim of the school is to help each pupil fulfil his potential and position him for life by giving him his full entitlement to the national Curriculum within a 24-hour educational and caring framework. The school seeks to promote high personal standards of work and behaviour. Emphasis is placed on improving each pupil's self-esteem, self-image and confidence.

MISSION STATEMENT

We will deliver an inclusive, personalised curriculum through a multi-disciplinary approach in order to equip our pupils, with the skills and experiences needed to embrace life-long learning.

REFERRAL, ADMISSION & REVIEW PROCESS

Referrals and admissions can occur throughout the year and at any age. Families may request informal visits or the pupil's Local Authority may enquire or apply formally.

Consideration will be given to applications made by families and Local Authorities on behalf of the pupil who, in the opinion of the multi-disciplinary assessment team and the School Leadership Team, will be able to benefit from the provision available. This provision includes small class groups, modified curriculum, waking day curriculum and therapy, both 1:1 and blended.

All pupils admitted to the school will have a Statement of Special Educational Needs / Education Health & Care Plan (EHCP). Admission to Brantridge is based on the school being able to meet the needs contained within the pupil's Statement of Special Education Needs (SEN) / Education Health & Care Plan (EHCP) and by assessing any additional needs which may not be explicit in the SEN Statement / EHCP.

Brantridge will consider both the needs of the pupil concerned and the likely effects of his admission on the safety and well-being of the existing groups of pupils. The pupil will spend 3 days or more at the school on assessment, either during the day or overnight, whichever is appropriate. During this time, they are able to contribute their views and wishes, while being assessed by the school's multi-disciplinary Assessment Team.

FACILITIES AND SERVICES

The school occupies an impressive set of buildings, built in the English Country House tradition, set in the Sussex Weald, an area of outstanding natural beauty. The school is easily accessible by road and is 5 miles from Haywards Heath Railway Station. The Brantridge site includes wooded grounds with ample space for recreational activities, class groups, a food technology space, design technology room all weather pitch, extensive grounds and a developing Forest School area.

Brantridge offers a range of other facilities on site including a climbing wall, a purpose built surgery and an extensive therapy provision. Weekly clubs and activity programmes are on offer to all pupils and there is a range of outside learning opportunities. Pupils are also helped to access appropriate community based leisure facilities such as gymnastics and swimming during the day and a wider range in the evening. Some pupils may attend community based clubs and events.

ACCOMMODATION

There are three residential areas or House Groups, Galaxy, Milky Way and Orion, which have comfortable lounges and bedrooms. Breakfast can be served on the House Group, or in the dining room, evening meals are taken in the dining area of the house group, this is to encourage a feeling of 'home' for the pupils. House Group meetings bring everyone together in an enjoyable, fun atmosphere which contributes significantly to their self-esteem and confidence.

All pupils are encouraged and supported to personalise their own rooms. The fittings and furnishings in the shared areas of the house reflect the needs of the group as a whole.

CARE STAFF

The residential areas are staffed by a team led by the Head of Care, who ensures that families and guardians are kept fully informed about their child's welfare and progress. Residential areas are led by a Senior Residential Social Care Worker (SRSCW), whose role it is to coordinate and manage both pupils and staff. The strong professional and collegiate working relationships ensure that education, therapy, care and medical staff provide a cohesive 24-hour curriculum for our pupils.

Every area has a telephone where pupils can make and receive calls in private.

There is a variety of evening activities run by Brantridge staff, these activities take place both onsite and offsite, they include Forest School, Base (scooters/skate board), shopping, swimming, personal devices, scooters, bikes, board games, creative arts, cookery, computer games.

The Care Team help the pupils to take personal responsibility for their clothing and personal hygiene thus encouraging and teaching social awareness and instilling independence to the individuals.

The emotional welfare of the pupils at Brantridge School is fundamental to their wellbeing. We have supportive, caring and highly trained staff who can offer individual help to them. The atmosphere and stability of the residential areas contribute greatly to the pupil's sense of security, which is of vital importance to their emotional development. Each residential pupil has an allocated Key Worker whom they meet with on a weekly basis.

All pupils are encouraged to take an active part in decision-making and in the day-to-day running of their residential area through house group meetings. As breakfast, evening meal and supper are provided in the residential areas, the pupils are encouraged to work with staff on their menu choice, with health guidelines being offered by the care staff.

The Care Team have an active role in the staff structure at Brantridge School, attending hand-over meetings, attending link meetings, providing reports for annual reviews, planning individual programmes and working alongside teaching and medical staff for the welfare and development of each pupil and student.

The residential care provision and team received a 'Requires Improvement' judgment grade from Ofsted in June 2017. As a result we have an Improvement plan in place and have been supported in this by an independent consultant.

We are currently actively seeking to appoint an Independent Listener.

Aims and Objectives

Residential Provision

1. For each pupil to reach their individual potential by:

- Setting appropriate and achievable targets;
- Developing their social and life skills;
- Developing a sense of personal responsibility for clothing and hygiene;
- Being offered the opportunity to attend after school activities and learn new skills.

2. For each pupil to feel happy and have a sense of wellbeing by:

- Encouraging and developing friendships;
- Celebrating birthdays and other significant festivals;
- Creating an atmosphere of belonging, staff interest and empathy. Staff listening and responding appropriately;
- Creating a relaxed atmosphere where play and entertainment are encouraged;

- Encouraging each pupil to personalise his/her own room;
- Adjusting a menu to meet their needs {within reason}.

3. For each pupil to develop socially acceptable behaviour by:

- Learning appropriate greetings and discouraging inappropriate sexualised behaviour;
- Develop a sense of personal hygiene – toileting, hand washing etc.;
- Learning table manners and understanding turn-taking;
- Gaining an understanding of what is and is not appropriate clothing for certain circumstances.

4. For each pupil to feel secure in a safe environment by:

- Ensuring each pupil knows the routine and should this change for any reason, explanations are given beforehand;
- Ensuring all staff have training in Child Protection, Health and Safety, Fire Evacuation Procedures and First Aid;
- Ensuring that external doors to residential areas are locked and alarmed at the end of the waking day to prevent unauthorised access. However, pupils can exit in an emergency.
- Providing an adequate level of staff to ensure that pupils are supervised at all times;
- Developing in each pupil an appropriate sense of “stranger danger”.

5. For each pupil to develop a sense of self-confidence by:

- Offering routines within which the pupil feels comfortable;
- Setting achievable targets and so developing new skills;
- Offering encouragement and praise;
- Making learning a new skill fun.

RESIDENTIAL CARE AIMS

We aim to create a safe, caring and learning environment, which is conducive to the fulfilment of the needs of our pupils; allowing for developmental progress towards independence through the empowerment of the individual, the acceptance of responsibility, and development of full potential.

Environmental

- Provide small units which are cheerful, inviting, comfortable, appropriately resourced and relaxing to live in;
- Foster respect in pupils for their living environment, encouraging them to take some responsibility for the upkeep and decor of their area, and personalise their own space;
- Use the local environment as a learning resource and to be involved in the local community.

Within the Waking Day Curriculum

- Provide a programme of self-help, life and social skills which encourages maximum independence potential;
- Offer a wide range of stimulating activities;

- Allow free time in which pupils are encouraged to develop their own interests, use the time constructively, and become self-motivated;
- Liaise with teaching, therapists, medical and support staff on a regular basis.

Personal

- To ensure the safety and wellbeing of each pupil;
- By positive reinforcement, encourage pupils to develop their self-esteem and confidence;
- Provide limitations in the form of expectations of reasonable and appropriate behaviours;
- Encourage pupils to take responsibility for themselves and their behaviour;
- Encourage good communication both within the community and with outside agencies;
- Provide appropriate role models in the form of staff who are well-adjusted, caring, calm, understanding and tolerant, and who actively listen to the pupils;
- Promote trust, compassion, respect and honesty in relationships.

General

- Plan, assess and monitor progress of pupils, providing reports and setting targets;
- Offer whole community celebrations which encourage the individual to feel part of the greater whole;
- Within resources, allow for the training and development of care staff;
- Allow pupils to take calculated risks and allow for the possibility of failure within the learning process.

Spiritual

- Promote spiritual development through positive role modelling and discussion in a secure and supportive environment;
- Develop within them their own spirituality.

Cultural

- Help pupils to develop an understanding of cultural diversity through celebration of difference and the encouragement of friendship throughout the school.

The minimum staffing ratio is one staff member to three pupils for KS 2 & 3. There are two members of staff who sleep in overnight. There is a member of the Senior Leadership on-call each night and they will respond to any emergencies to assist the sleep-in staff. There is a hand-over meeting at the beginning and end of each shift.

All staff have an annual performance meeting as well as review meeting relating to these targets at the midway point of the year.

Each of the care staff receives supervision time and there are area meetings, which take place at least once a month. Discussion and decisions from all of these meetings are recorded. In addition to these meetings, the care staff also meet with the whole staff team.

RECRUITMENT AND TRAINING

Brantridge operates an Equal Opportunities Policy of Recruitment. All applicants for employment are required to complete a full application form detailing their employment history, qualifications and experience and stating they are in good health. (Internal applicants for promotion are also required to complete a new application). Applicants must also disclose any criminal offences and consent to an enhanced DBS Certificate.

The interview process includes a formal interview and a visit to the site. Prior to any appointments being finalised, Brantridge must be in receipt of:

- Two satisfactory references, one of which must be from the most recent employer. Referees are specifically asked if they know of any reason why the applicant should not be employed to work with vulnerable children/young people. References are followed up by a phone call to the referee;
- A clear, enhanced DBS check;
- Original documentation supporting any qualifications listed in the application;
- A recent passport photograph;
- Proof of identity.

The interview and selection process includes the applicant visiting the school to meet the pupils and staff. This gives the opportunity for the applicant to see first-hand some aspects of the job and allows for the staff team and the pupils, to voice their opinion on the suitability of the applicant. The interview panel normally consists of three people, depending on the position; however, one is always a senior member of staff who has done the Safer Recruitment training.

Once appointed, the new member of staff is on probationary contract; 1 year for teachers and 6 months for all other posts. During this period, he/she must complete the school's induction programme. In addition, if an appointment was made on condition that they complete or commence a particular qualification route, this too is monitored.

Brantridge places great importance on Continuing Professional Development for employees. We recognise the particular value of in-service training.

Brantridge also recognises the particular needs of staff working with pupils with complex special needs. The Crisis Prevention Institute's MAPA (Management of Actual and Potential Aggression) training and Child Protection are compulsory for all staff.

HEALTH CARE

Brantridge has its own full time nurse. Most residential pupils are registered with the school GP, and the school works closely with Ouse Valley Practice.

EDUCATION

Class groups are small with a maximum of ten pupils. Staffing levels are high and each teacher has at least one full time teaching assistant/therapy assistant/learning mentor working within the class. Pupils are set weekly individualised targets to support their academic progress.

Following an Ofsted Inspection in October 2017, Education in school was graded Requires Improvement. There is an extensive development plan in place to remediate issues raised in the inspection.

Annual Review Reports are sent to all families once a year. We have termly open days, where parents receive an end of term report, at the open day appointments can be booked with class team, care team (Key Workers), therapy team, behaviour team and senior leadership team, to discuss progress, concerns, issues and achievements.

THERAPY

Therapy is an integral part of the programme offered at Brantridge School. There is a fully equipped area for Speech & Language Therapy and Occupational Therapy.

Therapists and the therapy assistant work collaboratively with staff across the waking day curriculum to provide a blended approach to meeting the learning needs of the pupils. This approach provides input and support for all pupils at a universal level, allows for support to be targeted as required and for therapists to deliver specialist therapy as appropriate.

The department is staffed by a team of qualified therapists and a therapy assistant who is trained to carry out therapy programmes under the guidance of the therapists. All pupil are fully assessed during their first term at school by each therapy area, regardless of statemented needs. There is a close liaison with teaching staff and joint planning and delivery occurs in some curriculum areas.

The department consists of 1 full time speech and language therapist, 2 part time occupational therapist, and 1 therapy assistant.

Therapists and the therapy assistant work predominantly in the classroom with teachers, teaching assistants and learning mentors to provide a blended provision.

CONTACT WITH FAMILIES/FAMILY SERVICES

Contact with families is positively promoted. The residential areas each have a telephone available for families to call during the evenings. Brantridge has a family focussed model of delivery that aims to meet the needs of the whole family and maintain positive relationships with all family members.

Contact arrangements of family members are reviewed regularly as part of the placement and LAC Review. Families are consulted through the review process and by questionnaire.

COMPLAINTS

The School's Complaints Policy is set out in separate documents. This is given to all families and guardians and placing authorities and details how to ensure worries or concerns are brought to our attention. It also sets out the procedures for making a formal complaint.

CHILD PROTECTION / SAFEGUARDING

Brantridge has a commitment to promote and safeguard the welfare of each pupil and student. In particular, our aim is to provide a safe environment which enables pupils' individual needs to be met and developed, and to protect them from exposure to harm.

We believe it is vital that everyone involved in the care of our pupils is alert to the possibility of abuse. Our policy and procedures recognise this possibility and aim to promote an environment in which abuse is unlikely to occur. Brantridge has a Safeguarding Policy, which sets out the course of action for members of staff, pupils and families, volunteers and friends if abuse is alleged, suspected or observed. Brantridge also actively encourages staff members to read the guidance on Safer Working Practice, published by the Department of Education. At induction, all staff receive a copy of Keeping Children Safe in Education, which they sign in confirmation that they have read and understood. The school has six staff trained in safeguarding who work together as a team and deliver safeguarding training to new staff and refreshers to all staff.

The Designated Safeguarding Lead is:
Robert Chowns, Interim Head of Care

The Safeguarding Team is:
Angela Drayton, Regional Lead

Dafydd Roberts, Principal
Mark Warner, Head of Education – Teaching & Learning
Sally Bourns, School Nurse
Diane Brazier, School Business Manager.

BEHAVIOUR MANAGEMENT

Brantridge comprehensively sets out the policy and procedures for behaviour management, including control and discipline and the use of consequences and restrictive physical interventions in our Positive Behaviour Management Policy. (This and all other policies are available on request.)

Brantridge policy is consistent with Department of Education and Department of Health legislation and guidance. Proactive / positive strategies used on a day to day basis are designed to ensure that early and preventative measures are in place to reduce the likelihood of any incident of challenging behaviour escalating. An emphasis on positive attention from adults, demonstrating a caring interest and positive reinforcement, is used to influence behaviour.

When necessary, individual Positive Behaviour Support Plans (PBSPs) take into account and aim to address environmental factors and communicative functions which may be possible triggers for challenging behaviour. Restrictive physical intervention is used as a last resort and only in response to prevent injury to the pupil and other people or severe damage to property. Any physical intervention used, including restraint, is discussed and recorded in the Positive Behaviour Support Plan. This plan is agreed with families and placing authorities and reviewed at regular intervals.

Any consequences or restrictive physical intervention used is recorded as part of the incident reporting process. The records are monitored by senior managers and they are also available to families and placing authorities.

In order to support the positive behaviour management policy all members of staff have received de-escalation training in MAPA (Managing Actual and Potential Aggression). Disengagement and holding skills lay the foundation for intervention. The training received is listed below, and all staff are expected to adhere to these principles.

MAPA (Management of Actual and Potential Aggression) is a safe, non-harmful behaviour management system designed to help professionals provide for the best possible Care, Welfare and Security of disruptive and possibly violent pupils. This training teaches how to:

- Identify the behaviour levels that contribute to the development of a crisis and choose an appropriate staff intervention for each level;
- Identify useful non-verbal techniques which can help to prevent acting-out behaviour;
- Use verbal techniques to de-escalate behaviour;
- Adopt principles of personal safety to avoid injury if behaviour escalates to a physical level;

- Provide for the Care, Welfare, Safety and Security of all those who are involved in a crisis situation.

CHARTER OF CHILDREN/YOUNG PEOPLE'S RIGHTS

These are discussed within our PSHCE curriculum and in other settings i.e. class groups house groups and school council.

- Each pupil is to be protected from abuse in all forms – physical, sexual, neglect or emotional;
- Each pupil and/or their representative has the right to complain. Furthermore, these complaints should be treated with respect, listened to and resolved;
- Each pupil will be encouraged to be as independent as possible and to exercise choice;
- A pupil's choices, views and wishes should be respected;
- Each pupil is to be treated with dignity and respect and addressed by their own name;
- Pupils should never be talked about as if they were not there;
- Each pupil's privacy should be respected at all times and in all places. The only exception would be when a pupil is placed in danger by this principle;
- All information about a pupil should be treated confidentially, kept secure and only shared with people who need to know;
- Every pupil is entitled to the best care at all times;
- Every pupil should, as far as possible, be involved in decisions that affect them;
- Families and those with parental responsibility will be consulted in all aspects of care planning for a pupil;
- Each pupil should have access to a telephone and be aware of other sources of help and advice e.g. Child Line.

This document is reviewed annually by the Senior Leadership Team and reported to the school's Governing Body.