



Residential Statement of Purpose Broomhill Bank School 2021

1. OUR YOUNG PEOPLE

The school is designated to admit students with Communication and Interaction difficulties including a diagnosis of Autism spectrum Condition and/ or severe specific language impairment. Students may also have additional difficulties and diagnoses such as ADHD and Social, Emotional and Mental Health difficulties.

Our children and young people receive care and educational support in an environment which is tailored to support all their needs. All children and young people return home at weekends and during school holidays. We arrange care and support in a manner to enhance our students' holistic outcomes, for example, we have a semi-independent section of our boarding placement where students learn to live independently, prior to transitioning into college or university.

2. WHAT WE DO

Most of our work focuses on removing barriers to learning by providing medium to longer term education and care in a settled, stimulating and safe environment. We support children and young people to develop independence, communication, and social skills alongside building their confidence and self-esteem to realise their potential and to enable them to experience success and achieve their goals.

We work closely and proactively with parents, carers and other organizations and agencies to ensure that the children and young people attending Broomhill Bank School reach their full potential and make the best possible use of their life opportunities. We offer a seamless holistic service of education and care within a waking curriculum tailored to the needs of the young people who access the service.

3. WHAT WE BELIEVE

We believe residential schooling is a positive choice and experience for children, young people, and their families. We promote this by supporting our children and young people to gain the best outcomes for themselves, educationally, socially, and emotionally: promoting learning opportunities through a tailored activity program which includes independence skills.

The service provided by education and care staff teams does not judge children or young people's circumstances, background, or lifestyle. We ensure there is no discrimination in any area of the service provision. We will encourage children and young people and others not to discriminate against other children and young people and where discrimination does occur, we challenge this. We respond to the requirements of race, culture, language, religious beliefs, gender, sexual orientation, and disability.

Children and young people are provided with the Children's Guide (Appendix 1) on admission and given a new one each time the document is updated. The guide provides the relevant information regarding, how to make a complaint. It also sets out our expectations regarding behaviour.

We have a responsibility to ensure that the children and the young people within our setting are protected from abuse and neglect and work closely with parents or carers, children and young people and the statutory services to discharge this duty effectively.

4. HAVING A SAY

We enable our children and young people to feel valued, promote their rights and involve them in making plans for their future.

Our children and young people have a say in the running and development of the school and its services via the School Student Council, and daily house meetings which our Head of Care also regularly attends; items discussed can range from politics, how their day has been, activities they would like to try, decoration of the houses, to their menu.

We work closely with parents, carers and other agencies to encourage and enable them to be involved in assessments and making plans.

5. STANDARDS OF CARE

We are committed to reflecting the fact that children and young people have a right to live in a safe, supportive, and stimulating home where the environment is clean, well maintained and meets our children and young people's needs. Children and young people are encouraged to look after their environment and participate in choosing and buying furnishings.

We recruit, through a careful selection process, support staff and keyworkers who are highly skilled who then have opportunities to develop further through training and supervision. We ensure they can provide the required standards of care for all our children and young people.

6. RELATIONSHIPS

We provide individual advice and support to enable children and young people to have positive relationships in which they are valued and cared for. We encourage visits between children and young people boarding and promote inclusion by attending local clubs and leisure activities. We ensure children and young people gain the life skills to build and maintain such relationships in the future.

Relationships between staff and children and young people are nurtured and built on honest and positive communication. Relationships between children and young people are monitored and supported to ensure appropriate behaviour and conduct.

7. PLANNING AND REVIEW

We make sure that all children and young people's needs are appropriately assessed, and each placement carefully considers the views and holistic needs of the child. An Annual EHCP/PCP Review is undertaken, as well as additional agency-based reviews for those children and young people who require them.

We track targets/actions set at Annual reviews and Looked After reviews to ensure progress and good communication between agencies. A child and young person Care Plan is reviewed termly although progress is subject to constant monitoring. Key working plans can change frequently depending upon individual circumstances.

Every child and young person has a Key working plan guided by the outcomes of their EHCP, their personal wishes and feelings and their individual risk assessment. A child or young person's 'key Worker' produces a termly summary which highlights changes. All Reports are sent to parents/carers and where applicable, social workers. Critical changes of placement plans will be made when necessary and would be communicated to staff in handovers and email. Specific care and educational needs will be reflected in their age-appropriate Care Plan, risk assessment and risk reduction plan.

8. ACCOMMODATION

This is provided in residential houses of varying sizes; Two homes have 8 bedrooms which all have en-suite or individual bathrooms, one of the homes has a semi-independent living house attached which caters for 4 students who are assessed to be ready to improve their independence ready for transition to their future destination.

The single bedrooms are arranged on the first floor of all houses other than in semi-independent living. All bedrooms have communication aids (which can be deactivated upon request) at night from the hours of 10pm until 7am, this is to alert staff should a young person vacate their room and require assistance - This is also to enable children to alert staff should they require some help.

The houses have a range of lounge areas, games rooms and 'chill out' rooms to allow for both communal activity and quieter, individual time

Staffing ratios are high to provide the highest level of staff support at all times. Our own team of experienced 'Bank Staff' support teams. There are two staff sleeping in each house each evening.

Children and young people are encouraged to take responsibility, again with staff support, for keeping their room clean and tidy. We encourage children and young people to bring personal belongings and to personalise their own room. When moving into a bedroom a child or young person is given the choice to decorate their room and when carpets need replacing children or young people can choose from specific selected sample charts.

The communal rooms are the main lounge, separate quiet area or games room, dining room and kitchen. Children and young people have access to the kitchen at all times of the day and night and are encouraged to help with the preparation of meals.

9. ACTIVITIES

Children and young people will be encouraged to follow any hobbies or interests they already have, and staff will encourage them to develop new interests and activities. We provide a wide range of physical pursuits and will facilitate involvement in local sport and recreation facilities i.e., swimming, drama club, dance lessons, music lesson, band, youth club, scout setc.

Our children and young people are encouraged to develop independence skills linked to their Individual Risk Assessments and placement plans.

All children and young people will, as part of their curriculum, do a weekly shop and be introduced to social activities such as dining out. Leisure time activities include cinemas, bowling alleys, or places of local interest; these activities are carefully planned and are linked to the desired outcomes for each young person's development. Activities are planned for evenings in consultation with the children and young people Staff will often introduce their own special skills and enthusiasms e.g., sports, music or arts and crafts to supplement after school clubs aimed at providing new experiences for children and young people.

At Broomhill Bank School we work positively towards social inclusion for all our children and young people.

10. FIRE PRECAUTIONS AND EMERGENCY PROCEDURES.

The buildings on site all have full alarm systems connected to a central alarm board which is tested monthly. Fire procedures form part of the induction of all newcomers, including new students. Staff receive regular training in fire prevention and management. Fire drills are carried out termly at

various times of day, and more frequently if felt necessary. The alarm systems, emergency lighting and firefighting equipment are all maintained by a specialist company. There are picture instructions on the back of each young person's bedroom door to ensure they are aware of the procedure.

All residential students and staff will partake in a fire drill within 24 hours of arrival.

All care staff are First Aid trained as a mandatory requirement. The school is staffed 24 hours a day and sleep-in staff are identified for each house according to Individual Risk assessments. There is always a minimum of two sleep in staff at night in each home. Children and young people are aware that there is someone available for them during the night and how to contact them if they need to.

There is a Rota to ensure that a senior manager is available 'On Call' around the clock five days a week.

11. CARE AND CONTROL

We have a clear Code of Conduct for all staff that they are required to read and sign to confirm that they have understood this. The Code of Conduct is available on request to interested parties.

Staff receive clear guidance and training about methods of working with children and young people and their behaviour. We talk with children and young people, parents and carers, about expectations before a child or young people is admitted. Our Behaviour Management Framework and supporting guidance are discussed with Parents/ Carers and Placement representatives during the admission process. The relevant documents are given to parents/ Placement representatives and any additional policies can be provided upon request. Each child and young person has an Individual Risk Assessment and a Behaviour Support Plan within their placement plan that outline strategies required to manage their own behaviour. These documents are completed prior to admission with as much information as possible to ensure all known risks are assessed and planned for. As already indicated, they are reviewed regularly and whenever the need arises.

12. CONSEQUENCES:

Sanctions are consequences used when a child or young person's behaviour is unacceptable. We have a duty to act as a "good parent" and to encourage responsible and acceptable behaviour. Our primary approach to this is to be positive and proactive to avoid difficulties arising. That said on occasion the use of sanctions becomes necessary. Where this is the case, we ensure that any sanctions are proportionate, reasonable, and necessary. They are to be seen by the child and young person as addressing their unacceptable behaviour and providing access to reflection time to discuss what actions could be taken in future to prevent a sanction/consequence.

Permissible consequences include:

- Reparation
- Learning about the subject via an online course
- Search of bedrooms, usually if staff believe things have been hidden which are dangerous or could cause accidents. This is done with permission of the house lead and follows strict standards: Parent will be made aware of any concern that has resulted in a room check. The Check is conducted with another member of staff present and recorded.
- We will remove, store, or dispose of dangerous items.

12. CONSEQUENCES: (Cont'd)

Non permissible consequences include:

- Corporal Punishment, smacking or hitting.
- Deliberate emotional or physical abuse.
- Depriving a young person of food or drink.
- Making a child or young person wear distinctive or inappropriate clothing.
- Stopping access to medical or dental treatment or medication.
- Restriction of liberty. We will not stop a child or young person leaving the building unless they are putting either themselves or others at risk.
- Preventing a child or young person sleeping.
- Intimate physical searches.

All sanctions are recorded in the consequence book for that house, the consequences are discussed with the young person who is then encouraged to reflect upon their behaviour and has an opportunity to inform us how we can help them in the future. All consequences are recorded and quality assured.

13. RESTRAINT/ POSITIVE HANDLING

Restraint is the use of reasonable physical force, (not hitting or slapping) to prevent certain actions. Restraint is always used as a last resort and only when all other methods have been exhausted.

Restraint will only be used to:

- Prevent a child or young person assaulting another.
- Stop a child or young person hurting themselves or putting others at risk.
- Prevent intentional severe damage to property.
- Prevent a child or young person leaving a building when we believe they will put themselves or others at significant risk.

The use of restraint is discussed with parents and carers during the referral stage. Individual Risk Assessments are carried out on each child or young person to enable us to care for them as safely as possible.

Support plans may also include advice from other appropriate professional to enable us to take all relevant information into account when compiling these plans. In all cases after a child or young person has been restrained, the child or young person is offered a meeting with The Head of Care or SLT who will be notified of the restraint or an Independent Visitor who visits the school on a termly basis.

As part of the initial and ongoing assessment of a child or young person we will arrange a meeting with parents/carers, the placing authority and wherever possible the child or young person to discuss the Placement Support Plans. There may be a need to get an agreement between all parties for the use of Restrictive Physical Intervention (the term we use for restraint), if required as a regular behaviour support strategy. This agreement will then become part of the Placement plan in the section of Behaviour Support Plan.

All staff receive formal behaviour management training in Proact Skip Accredited and a recognised method of behaviour management and restraint. The training is provided on identified need.

The use of specific holds is identified and reviewed in the individual's behaviour Support Plan which are all recognized Skip holds. Restrictive Physical Intervention is only applied if it is deemed reasonable, proportionate, and absolute necessary do so when considered within the specific context of the situation and the individual involved. Staff are trained as critical friends to ensure the safety and dignity of the child or young person is maintained...

13. RESTRAINT/ POSITIVE HANDLING (Cont'd)

A member of staff (who was not involved in the hold) will de-brief the child or young person after the hold and record their comments. The child or young person will also be offered access to the independent Advocate. All incidents that require physical intervention are monitored and evaluated by a senior manager with feedback given to staff and children and young people.

If an incident involves a hold, then the parents/carers and social workers will be informed by telephone with an incident report provided if requested.

Staff are made aware of policies, procedures and guidance relating to restrictive physical intervention during their induction program. All staff receives specific training in de-escalation skills to equip them with strategies to be considered and used in the child or young person's placement Support Plans.

Parents/carers can be provided with specific information regarding restraint techniques though will not be trained in any use of such techniques. Further explanations and advice will be provided to upon request.

14. CONTACT

We make every effort to encourage children and young people to keep in contact with family, carers and friends.

Children and young people attending Broomhill Bank School are encouraged and supported to make phone calls home and school offers a telephone for free calls home. Staff can offer support to make calls where required.

Most children and young people today have their own mobile phones or other electronic equipment such as facetime / skype / messenger and we support the appropriate use of phones/equipment via a personal contract. We host events for parents/ carers to visit, however visits can be facilitated at any time.

15. PROMOTING GOOD HEALTH

The school encourages healthy lifestyles by providing advice appropriate to the age and understanding of the child or young person.

Prescribed medicines are stored in a locked medical cabinet and controlled medication in separated controlled cabinets with a controlled medication register. The medication is administered and recorded by staff following our Medication Administration policy and practice guidance. All staff administering medication are trained via the E-learning of Administration of Medication and can be trained in any medications which require additional training.

Each child and young person have an individual key-working plan and part of the placement plan is a Health Care Plan which notes all aspects of health and care needs for them and assists staff to support children and young people to make and keep doctor and specialist visits up to date.

Areas covered include:

- Personal Hygiene
- Healthy relationships
- Smoking
- Alcohol
- Healthy Eating
- Sexual Health
- Substance abuse
- Cyber Safety
- Personal safety
- Mental wellbeing

15. PROMOTING GOOD HEALTH (Cont'd)

Depending on the child or young person and their placement plan, a Key worker may discuss issues either individually or in small groups.

During term time, Monday through to Friday, all children and young people have a school lunch which is a main meal and has options for them to choose and select.

Should a young person opt for a packed lunch this will be available.

This meal follows the guidance from DFE 'Healthy Schools'. All other meals are planned, and children and young people are encouraged to make healthy choices including fresh fruit and vegetables in their daily diet. We provide food to meet special dietary requirements such as vegetarian, gluten free, cultural, and diabetic. Children and young people enjoy being involved in the planning of menus, shopping, and cooking.

16. SUPPORTING RELIGIOUS AND CULTURAL BELIEFS

We positively encourage children and young people to keep links with their own faiths and will support them to practise their own religion. Their beliefs will be identified at the point of admission and we will offer support to continue this if there are available places of worship in the area.

Broomhill Bank School promotes Equality and Diversity in all its services and a mandatory 'e' learning course forms part of the staff induction program. We work with children and young people through the basis and values that underpin our work (see above).

Safeguarding, Protecting & Promoting the Wellbeing of Young People/ Safeguarding & Child Protection

We take several steps to protect children and young people and keep them healthy and safe while they are at Broomhill Bank School. Environmental and General Risk Assessments are in place and regularly reviewed and placement Plans and Individual Risk

Assessments are used to ensure activities are personally tailored for safety.

We have a clear process in place to respond to any concerns about staff conduct. This is fully compatible with statutory guidance and requirements.

Annual Training courses are provided to raise staff awareness of child abuse and child protection issues with frequent updates on trends and patterns of risk within the community.

We have a locality assessment which identifies any risk and steps taken to minimise risk in relation to the local area.

17. UNAUTHORISED ABSENCE

We have a policy for a 'Child or Young Person who absents themselves or goes Missing'.

When a child or young person leaves the home without permission, staff will ensure appropriate action is taken in line with the child or young person's Individual Risk Assessment and Placement Plan.

If the child or young person has not been found or returned to the house within the time identified on their Individual Risk Assessment and in accordance with the written policy, staff will contact the police and the child or young person's social worker (or the Emergency Duty Team outside of office hours) and the child or young person's parent or carer. When the child or young person is found, we will arrange for them to return to school. We will also inform the police and others they have been found.

The young person will be given the opportunity to complete a return interview to ensure they came to no harm, identify where they were and why they were missing. This is to ensure we understand the needs that we may have not met.

When things have settled, we will talk with the child or young person and allow them the opportunity to explain and staff to offer help with any problems. The child or young person's parent, social worker, or an independent person, such as their advocate, can also be involved.

All unauthorised absences/missing are recorded and monitored by the DSL....

18. ONLINE SAFETY

The boarding provision has WIFI for the residents, this is filtered and available for all residents between the hours of 15.00 and 22 .30

We openly discuss online safety with students, we use a range of evidence-based information to ensure young people are aware of how to keep themselves safe from harm.

Most of our children and young people have mobile phones with access to the internet. They also have laptops or tablets. Staff support children and young people in learning about safe use of the internet. The use of electronic devices is closely monitored and any concerns around misuse responded to immediately.

The IT department monitors all activity on the use of internet on school computers. There is access to computers in the games room and this will be supervised wherever needed without interrupting privacy.

The students receive online safety education in both school and in residential using a variety of tools.

19. MAKING COMPLAINTS

We encourage children and young people to be involved in decisions about themselves and about the school. Sometimes a child or young person may feel unfairly or badly treated or feel they are not being listened to. The first step is for the staff to do their best to try to sort out the problems. Staff will support a child or young person in presenting their representation/complaint to the relevant person, or they are able to write a complaint using the forms that are freely available.

The Head of Care whose role includes looking at these matters will investigate and report back to the child or young person with the aim of early and satisfactory resolution. If this is not achieved then the matter will be referred to the Executive Headteacher and possibly an independent investigation.

Sometimes the feeling can be described as a niggles, there are niggles forms available and staff support the young person to record this where necessary, there is a niggles box situated in both residential houses beneath the notice boards to give young people the opportunity to place their forms without handing them to staff if they wish.

A leaflet and the children's guide explain how to complain and available to children and young people at the school. Whenever the guide is updated a new copy is provided to all children and young people.

The use of My Voice email, this system is designed for students to be able to email anything they feel they would like to this is monitored by the safeguarding team and acted upon as appropriate.

[myvoice@broomhill - bank.kent.sch.uk](mailto:myvoice@broomhill-bank.kent.sch.uk)

The Independent Visitor and section 20 visitor attend residential termly and Ofsted inspect the Boarding facility annually. These are all opportunities for children and young people to make comments or complain about the service.

Children and young people are made aware that they can contact Ofsted on the following telephone number: 0300 123 1231.

20. RECRUITMENT AND SELECTION

All staff are carefully selected to work at Broomhill Bank School. This includes having an enhanced DBS check with references taken up about their suitability to work with or around children and young people.

Recruitment and selection procedure test the suitability and ability of the individual for residential or educational work with children and young people it is rigorous and involves a formal, interview with managers, and mini-interviews specifically around Communication and Interaction, Safeguarding and equality and diversity. Most importantly an interview with children and young people.

Written references are required from previous employers and these are confirmed verbally.

21. SUPERVISION AND TRAINING

New staff undergo a period of induction training to help familiarise themselves with their new workplace and Broomhill Bank School.

New staff work for a probationary period of six months (sometimes extended) and during this time, they are supervised every two -four weeks and follow agreed targets and performance indicators. Only staff successfully completing their probationary period will be confirmed in post.

Staff will then undertake a further range of training (some mandatory) designed specifically for residential staff and accessed through City and Guilds Diploma in Health and Social Care./ NVO/VQF level 3.

All residential staff are required to hold or undertake a GCSE/Level 2 in Autism and Mental health

Broomhill Bank School recognises that training is a key part of successful childcare and provides excellent learning facilities for staff. Training needs are constantly monitored and reviewed, and new courses introduced whenever identified.

All staff with case management responsibilities are supervised directly by a manager.

Supervision sessions are held every 6 weeks as a minimum ensuring it meets the working reality of the service taking into consideration shift patterns and school terms.

22. QUALITY ASSURANCE

We have a comprehensive Quality Assurance programme with reports feeding into a school Business Plan and SEF. An Independent Visitor and Section 20 Visitor both visit the Boarding homes. Termly summaries are shared with young people and parents.