

STATEMENT OF PURPOSE

BURE PARK SPECIALIST ACADEMY

PART OF BROAD HORIZONS EDUCATION TRUST

Statement of Boarding Principles and Practice	
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VISION STATEMENT

To improve life chances for all our pupils.

We look to achieve this by addressing pupils' social and emotional wellbeing. All elements of teaching and learning at Bure Park have these needs at their heart.

We aim to restore equilibrium to the child and family, return the child to the home setting and, where appropriate, to mainstream education.

BURE PARK SPECIALIST ACADEMY

Statement of Boarding Principles and Practice

Initial entry to boarding at Bure Park is from year 4 based on need and, whilst a boarder at the school, the following principles will govern the residential element of the school's work. These statements should be read in conjunction with the 'Aims and Objectives' document, which in its introduction makes the following assertion:

"Where Bure Park differs from other schools is that they are able to provide access to a 24 hour curriculum, being as it is a residential establishment. Individually based, objectively structured programmes aimed at encouraging growth and addressing needs are features of all aspects of the waking day"

The Statement of Purpose is intended to complement the above document and the 'Quality in Child Care' document which seeks to focus on the practice of staff in the residential area.

1. STATEMENT RELATING TO THE WELFARE AND EDUCATION OF BOARDERS

The school's organisation provides for the educational and social welfare of each child to be ensured and safeguarded. It is the school's policy to ensure that each child's educational, social, emotional and mental health needs are met.

1. Bure Park will provide special support systems for each child.

- A member of the child care team is appointed to each child to have special responsibility for the general well-being and development of the child and to advocate on his behalf. This person is known as the child's SEMH Keyworker.
- The child's class teacher has responsibility for his educational development and to advocate on his behalf. This person is known as the Teacher Tutor.

- A senior member of the care team is nominated to oversee the liaison between the SEMH Keyworker and the Teacher Tutor and to represent the child's interests in the Senior Leadership Team. This person is known as the Case Coordinator.
- The child's needs are reviewed annually in a formal Education, Health and Care Plan (EHCP) meeting attended by the child, parents or guardians, SEMH Keyworker, Teacher Tutor, Case Coordinator, Deputy Head or Headteacher and representatives of any involved agencies.

2. Bure Park Specialist Academy will be aware of the family, social, emotional and medical issues which affect the pupil's development and functioning.

- An admissions procedure is established which collates useful information from various sources including the Education, Health and Care Plan, documentation from previous schools, reports from other agencies and interviews with those with parental responsibility.
- Regular contact and liaison is established by the SEMH Keyworker with the child's family, ensuring that the partnership between the school and home is maintained and that all are kept informed of current development.
- If outside agencies are involved the SEMH Keyworker or Case Coordinator will keep in regular contact with them, ensuring that they are kept informed of any developments.

3. Bure Park Specialist Academy will facilitate monitoring of and involvement by members of a multidisciplinary team in decision making about child welfare matters.

- Children's Services will have involvement with the school if linked to a specific case.
- Children will be aware of how to have access to an Independent Listener.
- The Therapeutic Team will offer all pupils a chance for Therapeutic Interventions based on the Thrive approach.
- The involvement of outside agencies will be considered and sought in assisting in the welfare of a child, depending on their particular needs. Parental approval will be sought.

4. Bure Park Specialist Academy will provide good quality domestic style facilities.

- The living environment is maintained in good order physically and is comfortable and favourably comparable with the home environment.
- The children's views on decoration of the environment are sought and they participate in the personalisation of their individual space.
- Visits by family and friends are experienced as private, easily arranged occasions.
- There is space for reasonable recreational pursuits.

5. Bure Park Specialist Academy will provide good quality catering and utility services.

- The children will be provided with regular nutritious meals.
- The children have clean clothes available at all times and facilities exist for the regular laundering of their clothing.
- The residential accommodation is maintained to a good standard of cleanliness and hygiene.
- Special needs (such as laundry services for enuresis) are accommodated easily, maintaining the child's dignity at all times.

6. Bure Park Specialist Academy will ensure the physical well-being of each child and will ensure medical services are available as required.

- Care staff monitor the general state of health of the children in their care.
- Prescribed medication is held in locked medication cabinets in each residential house. It is administered according to the physician's instructions. The Health Officer who has the specific responsibility for medical matters will administer medication whilst on duty. In her absence or during residential time this duty is carried out by Senior members of the care team.
- Should any health emergency arise then the pupil's parent is notified and the child is referred for appropriate treatment.

- Auditory, electronic or visual monitoring systems are not used inside the school unless:
 - Currently specifically required within the placement plan for any individual child concerned or,
 - Specifically approved by that child's placing authority or parent or,
 - Specifically required by a court.

Such equipment is solely for the purpose of safeguarding and promoting the welfare of the child or of other children in the school, and with the full knowledge, subject to the age and understanding of that child and any other children affected.

7. Pupil's new to the school will be fully supported in settling to their new environment

- At admissions meetings prospective pupils are provided with a personalised copy of Bure Park Specialist Academy's Statement of Purpose for Pupils. This helps to explain what residence is, what the routines are, the staff who work in residence, what the accommodation looks like and what activities are on offer.
- On first arriving at the school the pupil meets a SEMH Keyworker and is taken to his own bedroom.
- The SEMH Keyworker helps the pupil to unpack and make sure that his clothing is marked.
- Where possible the pupil is introduced to the other member(s) of care staff that will work on his house.
- The SEMH Keyworker outlines for the pupil the daily routines of the school.
- The SEMH Keyworker explains the fire evacuation procedure and demonstrates to the pupil how this is carried through.
- The pupil will then be taken to his class where he will be re-introduced to his Teacher Tutor.
- A member of the care team will phone home at the end of the first evening to report to parents and carers as to how they have settled in.

2. STATEMENT RELATING TO BOARDERS' PERSONAL AND SOCIAL DEVELOPMENT

Each pupil who is admitted to Bure Park Specialist Academy will have the opportunity to develop personally and socially to his full potential.

1. Each pupil at Bure Park Specialist Academy will have a current Individual Social Programme (ISP).

- As the SEMH Keyworker and Teacher Tutor work in partnership, the ISP will be decided by both members of staff. The pupil takes an active part in the setting up and the running of this.
- These programmes are evaluated on a regular termly basis and within staff rotas there is time where all can meet in a formal setting for this to happen.
- These are monitored on a regular basis by the Case Co-ordinator, Assistant Heads of Care, Deputy Head of Care and the Head of Care.
- The programmes are set up to meet the pupil's individual needs. The objectives set within will be clear, precise, measurable and achievable.

2. Pupils are encouraged to participate in activities that will enhance their development.

- Pupils have a choice of activities which come in the form of recreational or learning activities, this will be dependent on their behaviour and risk levels as identified within their Care & Risk Management Plan.
- Activities offered are planned to promote and develop skills physically, socially and intellectually.
- During each evening there is a one hour session in which 'learning activities' are delivered to support pupils' social, emotional and/or academic development. This is known as 6 till 7.

3. Residential accommodation is conducive to those that will be living there and pupils are encouraged to maintain a good standard of cleanliness both in their accommodation and personal hygiene.

- Pupils' bedrooms, lounges and personal areas are kept clean and tidy.
- Pupils are allowed to bring in personal effects to keep within their bed rooms to help the transition between home and the school.
- Staff help pupils through example, how to maintain a good level of hygiene and where necessary support with the provision of intimate care.

3. STATEMENT RELATING TO PREPARATION FOR INDEPENDENCE AND SELF RELIANCE

Each pupil will be given the chance to be able to move within the residential setting of the school so as to meet their individual needs as identified through individual programmes.

STATEMENT RELATING TO EQUALITY OF OPPORTUNITY AND REGARD

Bure Park Specialist Academy is committed to a policy of equality of opportunity and equality of regard for every learner. The school endeavours to be aware of and sensitive to ethnic, cultural, linguistic, religious, gender and disability matters that affect its pupils. We believe that all pupils should be encouraged to understand the implications of equal opportunity and regard and should be challenged to dispel the ignorance and distrust which breeds prejudice and discrimination.

1. To remove all impediments to equality of opportunity and regard for all pupils.

All members of the staff team:

- maximise the potential of each individual pupil;
- treat as of equal value the different needs, interests and abilities of individual pupils;
- are aware of issues relating to equality of opportunity and discriminatory practise through vocational qualifications.

- foster positive attitudes towards ethnic, cultural, religious and linguistic groups within and outside the school and towards those with disabilities;
- are alert to and challenge any discrimination or stereotyping of gender and to depart where necessary from traditional gender roles in the running of activities and residential houses;
- are aware of issues relating to equality of opportunity and discriminatory practise through vocational qualifications.

2. There is a school document, Single Equality Scheme Including Accessibility Plan, available to all staff.

3. Childcare Officers request parents to provide pocket money, and activity money in order that a child is not precluded from participating in normal activities because of financial constraints.

4. STATEMENT RELATING TO HEALTH EDUCATION AND PROMOTION OF A HEALTHY LIFESTYLE

This statement relates to a whole school issue and is not necessarily confined to residential time and should not be viewed as such. A SEMH Keyworkers responsibility in working with children in the residential houses to perform a basic caring role and the very essence of their responsibility in this area is the provision of sound practical advice for the children in all aspects of health and hygiene. At times their contribution will be pro-active because of the circumstances and needs of the individual child. At other times they will react to inquiring minds and fortuitous situations. They must always be prepared to share their own experience and if necessary to go and find out more about topics of interest.

1. To provide children in our care with appropriate and beneficial guidance on matters relating to a healthy lifestyle.

- Children will be encouraged to keep themselves clean and to wear clean clothes;
- Children will be encouraged to follow a sensible and nourishing diet;
- Children will be encouraged to initiate conversations concerning health matters including drug and alcohol related issues;
- Children will be encouraged to appear well groomed;

- Children will be encouraged to recognise the importance of good health;
- Staff will refer children with medical problems to the appropriate person.

2. To encourage staff members to increase their knowledge of health matters.

- Health matters and specific disorders are discussed by staff groups;
- Staff introduce relevant health and care topics into development sessions.

5. STATEMENT RELATING TO SAFEGUARDING

If abuse is suspected or if allegations of abuse are made, it is the policy of Bure Park Specialist Academy to ensure the health, welfare and safety of all pupils, resident and non-resident. Bure Park Specialist Academy will implement its duty under the Children Act 1989 and other relevant legislation and guidance by working closely with all appropriate agencies as an integral part of its child protection programme.

1. To respond to all allegations of abuse and to ensure the safety and security of children who are the subject of abuse.

- Bure Park and Eaton Hall will respond appropriately in accordance with Norfolk Safeguarding Children Partnership procedures to all suspicions and allegations of abuse.
- Children disclosing abuse towards themselves or others will be listened to and their allegations investigated thoroughly in accordance with NSCP procedures.
- When an allegation of abuse is made, the information given will be recorded accurately and fully.
- Bure Park Specialist Academy will make the safety of the child their priority at all times and will make no decisions nor take any actions which will put the child at risk.

2. To manage all allegations of abuse in a structured and professional manner.

- The Senior Designated Safeguarding Lead holds the position of Designated Safeguarding Lead (DSL) for Child Protection to oversee and monitor child protection matters within Bure Park Specialist Academy.
- All staff are trained in the principles and procedures of child protection.
- All senior leaders and senior child care leaders are trained as Designated Safeguarding Leads.

6. STATEMENT RELATING TO COMPLAINTS PROCEDURES FOR PUPILS

Bure Park Specialist Academy is aware of the rights of children and in practice supports the principle that all grievances, complaints and allegations should be heard and addressed through a procedure, which is known by staff and children.

1. To establish procedures for dealing with children's complaints

- A document (Pupils Statement of Purpose) dealing with complaints procedures for children is in existence.
- Pupils and staff are aware of the procedures.

2. To ensure that any child who makes a complaint is not made to feel guilty but is supported by staff who will attempt to resolve the problem by appropriate means.

- From admission, pupils are aware that they can approach staff, who will deal with their complaints seriously.
- Pupils are aware that they may choose any member of staff with whom to discuss concerns or seek advice.
- Pupils are aware that they can be befriended and accompanied by any person of their choosing when the complaints are being discussed.
- Pupils are aware that they can have a facility for others to make the complaint on their behalf.
- Pupils are aware that serious complaints against staff are dealt with according to set procedures.
- Pupils and families are aware that all complaints are resolved, even without agreement.

- Pupils are aware that there is an Independent Person attached to Bure Park Specialist Academy and that they have the use of a telephone should they wish to contact them. They are also aware that this person can be contacted via email.

7. STATEMENT RELATING TO THE DISCIPLINARY MEASURES

Bure Park Specialist Academy believe the appropriate use of consequences can have an inhibiting effect on disruptive behaviour, provide children with clear parameters regarding that which is acceptable behaviour, enable children to acquire their own value boundaries and form a basis for relationships based upon the reciprocity of responsibility rather than power.

1. To provide appropriate consequences, from the list of permitted sanctions, which are considered and which encourage positive and constructive outcomes for the child.

- In order that they feel they are fairly sanctioned
- In general, consequences may include, though this list is not exhaustive:
 - Suspended privilege
 - White pass sanction
 - Bans from the use of equipment or parts of the building/grounds
 - Bans from trips out
 - Earlier bedtimes
- The child makes a clear connection between the sanction and his inappropriate behaviour
- The child is able to learn new and more positive behaviours from a sanction situation
- Children are never:
 - physically punished or threatened with physical punishment
 - deprived of food
 - deprived of normal physical, postal or telephone contact with parents/carers, siblings or any other adult with whom they have a significant relationship
 - denied the normal patterns of return home
 - deprived of meetings with other professionals

- intentionally deprived of sleep
- required to wear distinctive clothing
- denied medication or access to treatment
- secured within any part of the accommodation with the intention to restrict liberty
- isolated from positive engagement or communication, i.e. 'sent to Coventry'

8. STATEMENT RELATING TO BULLYING

Bullying is one of the most malicious forms of unacceptable behaviour within schools/Academies, unfortunately few young people leave the school without being exposed to it, either as the victim or an observer. Bullying usually takes place away from the supervision of adults, and the misery and distress that it causes should not be underestimated. Children have a basic right to receive their education free from humiliation, oppression and abuse. The pupils at Bure Park and Eaton Hall should feel confident in the knowledge they will be protected from bullying.

1. Children will be advised on strategies to adopt themselves in order to prevent bullying.

➤ Children will be counselled to:

- consider whether their behaviour provokes other children
- avoid being alone in unsupervised areas
- try not to show any reaction which may entertain the bully
- always tell an adult

2. Staff will be encouraged to adopt strategies which may help reduce the possibility of bullying.

➤ Staff should:

- ensure that they arrive to pick up groups punctually;
- ensure that groups are supervised adequately during class and activity time;
- escort groups of children to the next lesson after break/lunch activity sessions as necessary;

- be aware of children who are likely to be/are bullied/bullies;
 - record any incidents of bullying in logs/diaries/handovers and in the anti-bullying log as well;
 - confront pupils they believe may be guilty of bullying, make the unacceptable nature of this behaviour, and the consequences of any repetition clear to them;
 - use tutorials/liaison/individual times to discuss bullying;
 - intervene immediately at the first sign of intimidation;
 - listen to children requesting changes of groups;
 - challenge pupils who are in the wrong place; and
 - never use intervention techniques which may themselves be interpreted as bullying.
3. Bure Park Specialist Academy will confront the issue of bullying through individual staff members who will deal firmly and positively with actual and potential intimidation.
- Any incident of bullying will be recorded in diaries, logs and the Anti-Bullying Log. A senior member of staff will always be informed of the circumstances and may become involved. As will a member of staff of the therapeutic team who will work with both bully and victim to train and support them.
 - A minor incident, a 'one-off' occurrence of bullying, which does not result in actual physical harm will normally be dealt with by a reprimand followed by an explanation to the pupil of the reasons why they should not do this.
 - Serious incidents such as continuous bullying, damage to a person or property will be followed by a consequence. A bully will be made aware that their behaviour is inappropriate and unacceptable. The Headteacher may be involved at this stage, and parents will be made aware of their child's behaviour.
 - Staff should ensure that bullying is discussed openly and often, to give children the confidence to deal with and confront this issue. A pupil safety survey is held annually and pupils know how to report incidents.

9. STATEMENT RELATING TO PROCEDURES, ROUTINES AND ORGANISATION

Bure Park Specialist Academy believes that pupils thrive emotionally on the security which results from the consistency of well established routines. Valid routines contribute greatly to the smooth operation of the school in general and specific activities in particular. The detail of school routines is found in the document 'Positive Management of Behaviour' – under Appendix Section which includes weekday routines. The school's Privilege Scheme, which helps to determine the responsibilities and extra opportunities offered to individual children, is also explained in that document.

1. To provide structure to the school day by keeping to set routines which are departed from only in exceptional circumstances.
 - Pupils know what will happen at a given time on any day
 - Pupils feel secure and comfortable and are aware of what is expected of them
 - Reminders from staff can be low-key and less frequent
 - A more relaxed atmosphere is achieved

2. To ensure the evenings in residence are subject to forward planning all staff will have advance knowledge of activities and occasions involving the children.
 - Pro-active preparation by all staff on duty
 - iWhereabouts of children known at all times
 - Visits by parents and others are comfortably accommodated
 - In the event of an emergency there is less room for errors and omissions

