CICELY HAUGHTON SCHOOL

Part of the Manor Hall Academy Trust

STATEMENT OF PURPOSE 2022/2023

Five ways to wellbeing

⇒ CONNECT

⇒ TAKE NOTICE

⇒ KEEP LEARNING

⇒ BE ACTIVE

⇒ GIVE

"Your teaching and support staff provide an impressive level of care and education, which is rooted in the excellent relationships that they foster with pupils, and their parents or carers". OFSTED February 2018

Ofsted Outstanding 2007|2008 · Ofsted Outstanding 2009|2010 · Ofsted Outstanding 2010|2011 · Ofsted Outstanding 2011|2012 · Ofsted Outstanding School 2012|2013 · Ofsted Outstanding School 2013|2014 · Ofsted Outstanding School 2014|2015 · Ofsted Outstanding School 2015|2016 · Ofsted Outstanding 2016|2017 · Ofsted Outstanding School 2017|2018 · Ofsted Outstanding School 2019|2020

This Statement of Purpose captures the vision and views of the Governing Body and staff of Cicely Haughton School (Part of the Manor Hall Academy)

Manor Hall Academy Trust

GENERAL INFORMATION

Address: Westwood Manor, Wetley Rocks, Stoke on Trent, ST9 0BX
Tel & Fax No: 01782 550202
Email: Mr P Spreadbury— Executive Headteacher pspreadbury@cicely.manorhall.academy
Mrs Janey Hancock—Head of School jhancock@cicely.manorhall.academy
Ms Karen Rutter—Head of Care krutter@cicely.manorhall.academy

Cicely Haughton School is one of the two schools that provide an all age model of provision for residential education, known as Manor Hall Academy Trust a Key Stage 1-4 SEMH (Social Emotional & Mental Health) provision.

SENIOR LEADERSHIP TEAM

Executive Headteacher: Paul Spreadbury
Head of School: Janey Hancock
Head of Care: Karen Rutter

INCLUSION TEAM

Transition Coordinator: Anthony Evans

RESIDENTIAL TEAM

Kerry Holden (Deputy Head of Care)

Samuel Potts Alexandra Grundy Shannon Holden Chloe Eyre Liam Burrows-Selby

Executive Headteacher:	Mr Paul Spreadbury
Head of School:	Mrs Janey Hancock
Head of Care:	Ms Karen Rutter
****	****
Chair of LAB:	Mrs S Corfield
Vice Chair of LAB:	Mr G Richardson
Local Academy Board :	Mr P Spreadbury
	Mr D Bownds
	Mr S Cope
	Mr D Bentley
	Mr M Day
	Mrs E Andrew
	Mr G Dow
	Miss G Deakin

Clerk to the Directors: Mrs S Searle

Pupil Places: 56

DfEE No: 860 7006

THIS IS CICELY HAUGHTON SCHOOL

Cicely Haughton School is an extended and modernised 19th Century Manor House standing in about twenty acres of parkland. It is located in Wetley Rocks, a village in a rural area between Cheadle and Leek.

The manor was formally handed over by Mr Enoch Haughton to the Lord Mayor on 7th September 1944. It was gifted in commemoration of the great love his late wife Cicely Haughton 'to be used for restoring the health of children and assisting their education and so fit them to take their place as good and useful citizens'. Whilst we all appreciate 'the world moves on' these values still underpin what Cicely Haughton School is about in 2022.

In May 2013 Cicely Haughton federated with Loxley Hall School in Uttoxeter. In August 2015, Cicely Haughton became part of Manor Hall Academy Trust.

Cicely Haughton School now offers both day and residential places for both boys and girls aged between 5 and 11 years. All the pupils have as their primary need an Education Health and Care Plan specifying SEMH (Social, Emotional, and Mental Health). Many children have associated learning difficulties such as autistic spectrum disorders and moderate learning difficulties.

Residential practice at Cicely Haughton is informed by the current and ongoing National Research, Guidance and Law. We always aim for outstanding practice against the Department for Education, Residential Special Schools, National Minimum Standards.

The Residential Team have studied the report from the Office of the Children's Commissioner (December 2014) on *'The Views and Experiences of Children in Residential Special Schools'*, in order to fully support our young people to fulfil their potential. All staff constantly adhere to the underpinning principles stipulated within the United Nations Convention on the Rights of the Child (UNCRC).

The recent Report of Sir Martin Narey's: Independent Review of Residential Care – July 2016 highlights the benefits of Social Pedagogy. No staff are trained in Social Pedagogy but all work using a Pedagogical approach which is said to: 'Involve the whole person, head, hands and heart. Relationships between staff and children are central and physical contact may be used for reassurance. Pedagogues undertake domestic tasks in developing a comfortable living environment. Activities with children are important, including developing practical and creative skills'.

All staff are trained in 'Strategies for Crisis Intervention and Prevention '(SCIPr). This approach emphasises all the positive planning needed for the safe running of our school. It also trains staff in the use of Physical Support which may be necessary in an emergency.

Our Residential Educational Provision can greatly enhance our ability to help pupils achieve their full potential. We provide a flexible approach to boarding, offering individuals a tailored programme to address their specific needs. We are commissioned by the Local Authority (LA) to provide 33 sessions per week Monday—Friday (term time only), for children who attend our educational provision on Residential 1 OR Residential 2 programmes.

The Residential Provision is monitored half termly by the Local Authority through Announced and Unannounced Visits. In addition a Peer Head of Care and the nominated Residential Governor will also carry out regular monitoring visits.

In accordance with Part 1 Subsection (6) of the Care Standards Act 2000 the school will not provide accommodation for more than 295 days a year for any individual child.

ETHOS & VISION

Cicely Haughton School has an ethos of learning, achieving and caring. Visitors to our school comment on the warm, calm, purposeful and welcoming atmosphere.

'Our Vision' is:-

To ensure that at Cicely Haughton School –

- Children are engaged by learning that develops and challenges them and excites their imagination.
- The teaching meets the individual needs of learners.
- All pupils are given opportunities to return to schools in their home communities (where this is most appropriate for their needs) or placed in provision (schools) which continues to meet their needs.

Our residential provision can greatly enhance our ability to help pupils achieve. This includes programmes for pupils who do not actually sleep at school but access an extended curriculum or our various after school activities.

To achieve the above we look:-

- To deliver the entitlement of every pupil to the educational opportunities provided our curriculum and to differentiate for those who require a more flexible approach to learning.
- To deliver enrichment activities to add a quality and breadth to the curriculum offered.
- To help pupils to make sense of their own behaviour and replace disaffection and underachievement with academic progress, self confidence and self worth. The staff's knowledge of nurture principles and emotional intelligence is key to this.
- To promote and value links with pupils' families encouraging parents to work in partnership with the school.
- To ensure that resources are in place or sought to maximize the chances of every pupil to lead safe, happy, healthy and successful lives. This requires quality working relationships to be in place with effective support services.

LEARNING TOGETHER

Together Everyone Achieves More

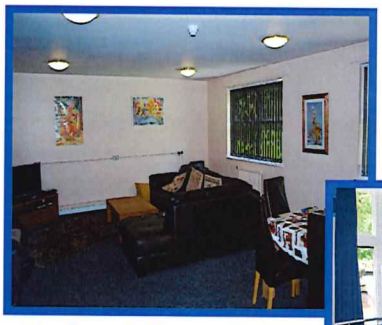
RESIDENTIAL RESOURCES

The residential accommodation has 22 beds. It consists of two well-furnished living areas known as Wedgwood House and Coalport House. Each has a television, DVD player, music facility and a computer. Both are well resourced with age-appropriate toys and games.

The residential provision is solely accessed by the residential pupils. The residential staff have access to all other school facilities.

The sleeping areas are in the main, small dormitories giving individual personalised space for each resident. We endeavour to have one or three pupils sharing a room, when this is not possible a monitor will be used as a safeguarding measure. Shower and toilet facilities in line with all other residential areas are maintained to the very highest standards.

There are three 'sleep-in' rooms used by residential staff on night duty. When these staff go to bed an alarm system activates which allows pupils access to toilets but not to exit the corridors. A well-appointed kitchen area is used solely by residential staff for preparing snacks at supper-time. Breakfast and tea are served in the main dining room.



Coalport House Room

Bathroom

Bedroom

Bedroom

Wedgwood House Room

Cicely Haughton School complies with the Local Authorities procedures in making reasonable adjustments in accordance with the Equality Act 2010.

We are proud of how we have developed our facilities and resources over the past decade. However our greatest resource is our multi-skilled staff team – they are dedicated, well qualified, committed always professional and with an appropriate blend of experience and youth.

BMX Track

Astro-turf Pitch

Hobbit House

Adventure Playground

Outdoor Pursuits

Residential Ethos

Underpinning Principles of Good Practice at Cicely Haughton School

RESPECT people's right to privacy and confidentiality

RESPECT people's beliefs and preferences

ENABLE people to reach their potential

ENABLE people to have a voice and be heard

PROMOTE and SUPPORT people's right to appropriate services

Core Values within Cicely Haughton School

AUTONOMY

CHOICE **EMPOWERMENT** **TRUST**

EQUITY **DIGNITY**

RESPECT

We promote a positive ethos which fully embraces principles of equality and diversity. We acknowledge and endorse the school's policy on anti-discriminatory practice and commit to the intent that no child or family will be discriminated against the protected characteristics of the Equality Act 2010 or because of their cultural, linguistic background, SEND or academic or sporting ability.

CONSULTATION

Cicely Haughton School believes fundamentally in the importance of consultation with all those people involved in the life of a child and seeks every opportunity to ensure appropriate and relevant consultation takes place. The wishes of the child remain paramount unless it would be detrimental to the well being of that child.

All pupils are consulted about decisions that affect their life, appropriate to their age, level of understanding and means of communication. Pupils are also involved in discussions about the day to day matters and routine life of the project.

All pupils have access to an Independent Person. The Independent Person regularly visits the school to consult with the children on various topics.

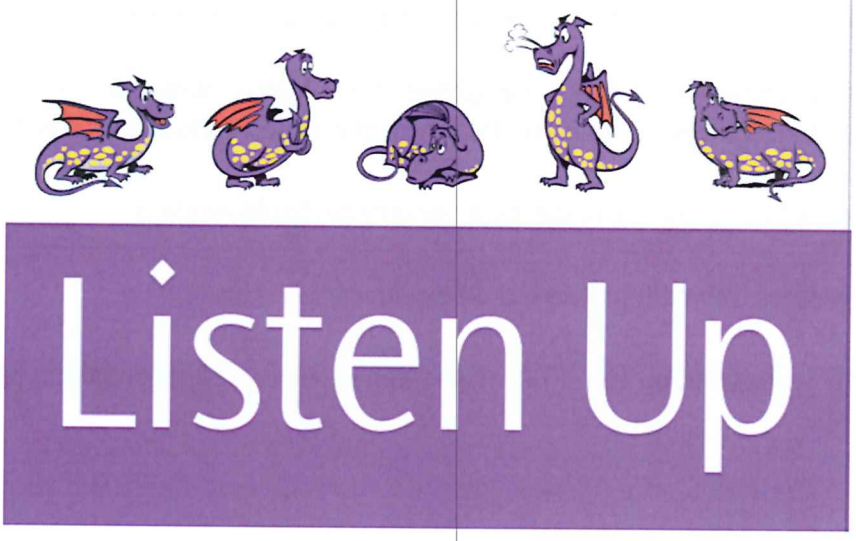
Posters promoting access to Child Line, Ofsted, OCC (Office of the Children's Commissioner), NSPCC, Children and Young People's Advocacy and Support Services (POhWER) and the Independent Visitor are prominently displayed in the residential areas and the telephone booth. Parents, Carers, Social Workers and others significant in the life of every child are consulted about the quality of service they have received. Views are also sought on a monthly basis via the residential forums, there is weekly feedback via the Smiley Face Sheets which are also sent to parents at the end of each stay.

Cicely Haughton School believes that the experience of living and working in such a society brings its own benefits and the potential for enriching our experiences as we learn more of one another's traditions. It is the responsibility of staff to discuss arrangements for religious observance with the individual pupil and those who have parental responsibility and to establish the most appropriate way of meeting the ethnic, cultural, religious and broader spiritual needs of the pupil.

Positive steps are taken to enable a child to practise the requirements of their particular religion within the school—including dress, diet, food preparation, privacy for prayer etc. Staff ensure that these arrangements are reconsidered at each review. Children will be encouraged to respect the views, values, needs and interests of others. They will be empowered to be morally aware enabling them to distinguish the principles between right and wrong within the code of each other's cultures.

Social awareness will be continually promoted enabling young people to adjust appropriately and sensitively to living within a diverse community and enrich their social experience.

Throughout the school community the pupils are familiar with Mencaps 'LISTEN UP' scheme.



RESIDENTIAL ADMISSIONS CRITERIA

Policy Statement – 'Every Child Matters'

A Residential Education Placement will provide the appropriate environment in which pupils are consistently afforded the opportunities to maximise their abilities with regard to educational, personal, social and emotional development.

- Residential Education Placements will be in accordance with the Local Authorities Residential Education Provision in Staffordshire Schools.
- Risk Assessments will be carried out on all pupils as part of the admission procedure. They will also have an Individual Placement Plan with clear targets and detailed strategies of how those targets are going to be met.
- At times we will employ extra support staff on a casual basis to help support our most vulnerable pupils who have been accessed has having Exceptional Needs.

Referral process for Residential (Res 2) & Extended Programmes (Res 1)

Detailed below is the current process/procedure for children and families wishing to access the provision.

- All children, their parents/carers, along with other professionals, are given a guided tour of the school prior to their formal admission meeting at the school.
- If a school place is accepted, during the admission process, the Residential Statement of Purpose is discussed along with the Local Authority's current Residential Educational Provision in Staffordshire Principles. The relevant documentation is then submitted to the Residential Admissions and Review Panel which comprises members of the Senior Leadership Team.
- Pupils from Out of County Placements have to have the funding agreed by their Placing Authority prior to application for a Residential Education Programme.
- The residential provision at Cicely Haughton is a valuable resource which is fully embedded and integrated within the heart of the wider school community.
- A residential referral can be made by a variety of Stakeholders.
- All placements are formally reviewed on a 6 monthly cycle.
- We currently have funding for 33 sessions per week for Staffordshire pupils.

Residential Staff Qualifications & Relevant Experience

Head of Care

Karen Rutter	BSc (Honours) Health & Social Care NVQ Level 4 Managers in Residential Child Care Diploma in Social Work Diploma of Higher Education (Social Care) Certificate in Managing Care Certificate in Communication in Health & Social Care Certificate in Theory & Counselling Skills in Educational Settings

Karen has been a social care practitioner since 1989. She manages a service that safeguards and promotes children and young people's well being and developmental potential, by demonstrating a leadership style that develops a culture of open and participatory management and practice, ensuring that the staff team are managed and supported to deliver a quality service within the Manor Hall Academy Trust.

Residential Staff

Kerry Holden (Deputy Head of Care)	Level 5 in Leadership for Health and Social Care NVQ Level 3 Caring for Children & Young People CACHE Level 3 Teaching Assistant
Samuel Potts	Induction and Probationary Period Plan Artemis Induction Standards NCFE CACHE Level 3 Dipolma for Residential Childcare (England).
Alexandra Grundy	Induction and Probationary Period Plan Artemis Induction Standards Level 3 Diploma Residential Child Care
Shannon Holden	Induction and Probationary Period Plan Artemis Induction Standards BTEC Level 3 National Diploma in Children's Care, Learning and Development
Chloe Eyre	Induction and Probationary Period Plan
Liam Burrows-Selby	Induction and Probationary Period Plan

Collectively the staff have acquired many years experience in working with children and young people with exhibit Social, Emotional and Mental Health Difficulties.

Supervision Training & Development

All staff receive formal supervision every six weeks in accordance with National Minimum Standards that is provided by the Head of Care . There are weekly residential team meetings. Staff participate in an annual Performance Management Cycle with a member of the Senior Leadership Team.

SAFEGUARDING

Cicely Haughton School is committed to safeguarding and promoting the welfare of children and young people. All staff working within our provision practice within the Statutory Guidance and framework of Working Together to Safeguard Children and Keeping Children Safe in Education. Parents can feel confident that careful procedures are in place to ensure that all staff and volunteers are suitable to work with children. Staff hope that parents and children will feel free to talk about any concerns or worries which may affect educational progress and that they will see the school as a safe place. Children will be taken seriously if they seek help from a member of staff. Parents will normally be consulted and their consent obtained before any referral is made to an agency outside the school under Staffordshire Safeguarding Children's Board—Policy and Procedures.

All staff are trained in 'Strategies for Crisis Intervention and Prevention' (SCIPr). This approach emphasises all the positive planning needed for the safe running of our school. It also trains staff in the use of Reasonable Force and Physical Support which may be necessary in an emergency.

The Designated Senior Officers for safeguarding matters at Cicely Haughton School are:

Ms Karen Rutter - 01782 550202
Mr Paul Spreadbury - 01782 550202 - 07854650824
Mrs Janey Hancok - 01782 550202 - 07833229214

The nominated Governor for safeguarding is:

Mrs Sue Corfield - 01782 550202

Alternatively you could contact **Staffordshire Children's Advise and support on 0300 111 8007 select option 1** OR contact **OFSTED on 0300 123 1231**

Ofsted
raising standards
improving lives

National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD

Helpline Telephone Number
0300 123 1231

About Schools
0300 123 4234

children's commissioner

If you are a child or young person who needs advice or assistance you can

call us ☎ FREEPHONE: 0800 528 0731
Our line is open Monday to Friday
9am to 5pm

CONTACT US

E-mail: advice.team@childrenscommissioner.gsi.gov.uk

Write to us

The Children's Commissioner for England

The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith street
London
SW1P 3BT

COMPLIMENTS CONCERNS & COMPLAINTS

The main purpose of a Compliments, Concerns and Complaints Procedure is to solve problems and to give all stakeholders a means to raise issues of concern and have them addressed. The requirement of a Complaints Procedure need not in any way undermine efforts to resolve the concern informally.

Complainants will be treated respectfully during and after the course of any complaints investigation.

All members of staff are aware of the complaints procedure and understand:

- the importance of attempting to resolve problems before they become formal complaints, and
- the importance of treating complaints respectfully.

EXPRESSING CONCERNS

Many complaints or potential complaints can best be resolved at a School level in discussion with the Headteacher or other staff; this is where the process should start.

All compliments, concerns and complaints will be dealt with as quickly and efficiently as possible although the length of period will vary with the nature of the complaint. Urgent complaints will be given priority. All complaints will be investigated and complainants will be kept informed throughout. The arrangement defines three levels at which a complaint can be considered: -

1) Informal level

Many complaints or potential complaints can best be resolved in discussion with the Head or other staff of the school. This is where the process should start.

2) Formal complaint to the Local Academy Board

If attempts to settle the complaint informally have failed the Head will supply the complainants with the name of the Chair of Governors. The complaint should be set out in writing.

3) Formal complaint to the Trust

If the complainant has complained to the Governing Body and is not satisfied then the complainant should set out the complaint in writing and send to:
Richard Redgate, CEO
Manor Hall Academy Trust
Marcus House
Park Hall Business Village
Longton
Stoke-on-Trent
ST3 5XA
Email: ceo@manorhall.academy
Telephone: 01782 599313

Ofsted
Helpline Telephone Number
0300 123 1231

POLICIES

The Statement of Purpose is underpinned by the following policies:-

- Safeguarding
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- Equality
- Whistleblowing
- Staff Code of Conduct
- Anti-Bullying including Cyber-Bullying
- Attendance
- Complaints
- Behaviour Management
- Physical Intervention
- Health & Safety
- Medication
- Safer Recruitment
- Racial Harassment
- PHSE
- Philosophy & Mission Statement
- Residential Admissions
- Allegations of Abuse Against Staff
- Data Protection
- Discipline Policy & Procedure

Together Everyone Achieves More

TEAM

Date amended: **September 2022**

Reviewed by: **Karen Rutter**

Position: **Head of Care**

Annual review date September 2023