

CICELY HAUGHTON SCHOOL

Part of the Manor Hall Academy Trust

STATEMENT OF PURPOSE

2018/2019



Every Child Matters

Be Healthy

Enjoy & Achieve

Achieve Economic Wellbeing

Make a Positive Contribution

Stay Safe

'Outstanding provision for pupils' personal development combined with excellent teaching, results in outstanding progress' Ofsted May 2013.



This Statement of Purpose captures the vision and views of the Governing Body and staff of Cicely Haughton School



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— Headteacher

pspreadbury@cicely.manorhall.academy

Ms Karen Rutter—Head of Care

karen@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

INCLUSION TEAM

Headteacher: Paul Spreadbury

Transition Coordinator: Anthony Evans

Deputy Headteacher: Janey Hancock

Head of Care: Karen Rutter

RESIDENTIAL TEAM

Kerry Holden (Deputy Head of Care)

Samuel Potts

Alan Mulliner

Jack Bevan

Shannon Holden



Chair of Directors/LAB

Vice-Chair of LAB:

Local Governing Body:

Mrs S Corfield

Mrs Mr G Herbert

Mr P Spreadbury

Mr D Bownds

Mrs A Ash

Mr D Lea

Mr G Richardson

Mr S Cope

Mr D Bentley

Mrs T Bullock

Mrs S Davies

Clerk to the Governors: Mrs J Kelter

Pupil Places: 50

DfEE No: 860 7006



THIS IS CICELY HAUGHTON SCHOOL



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

Cicely Haughton School offers both day and residential places for boys and girls aged between 5 and 11 years. All the pupils have an Educational Health & Care Plan specifying Social, Emotional and Mental Health Difficulties. However, many of our young people have further, very complex needs which include children on the Autistic spectrum, children with ADHD, ODD and conduct orders, children with attachment disorders, learning disabilities and associated behaviour 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'.

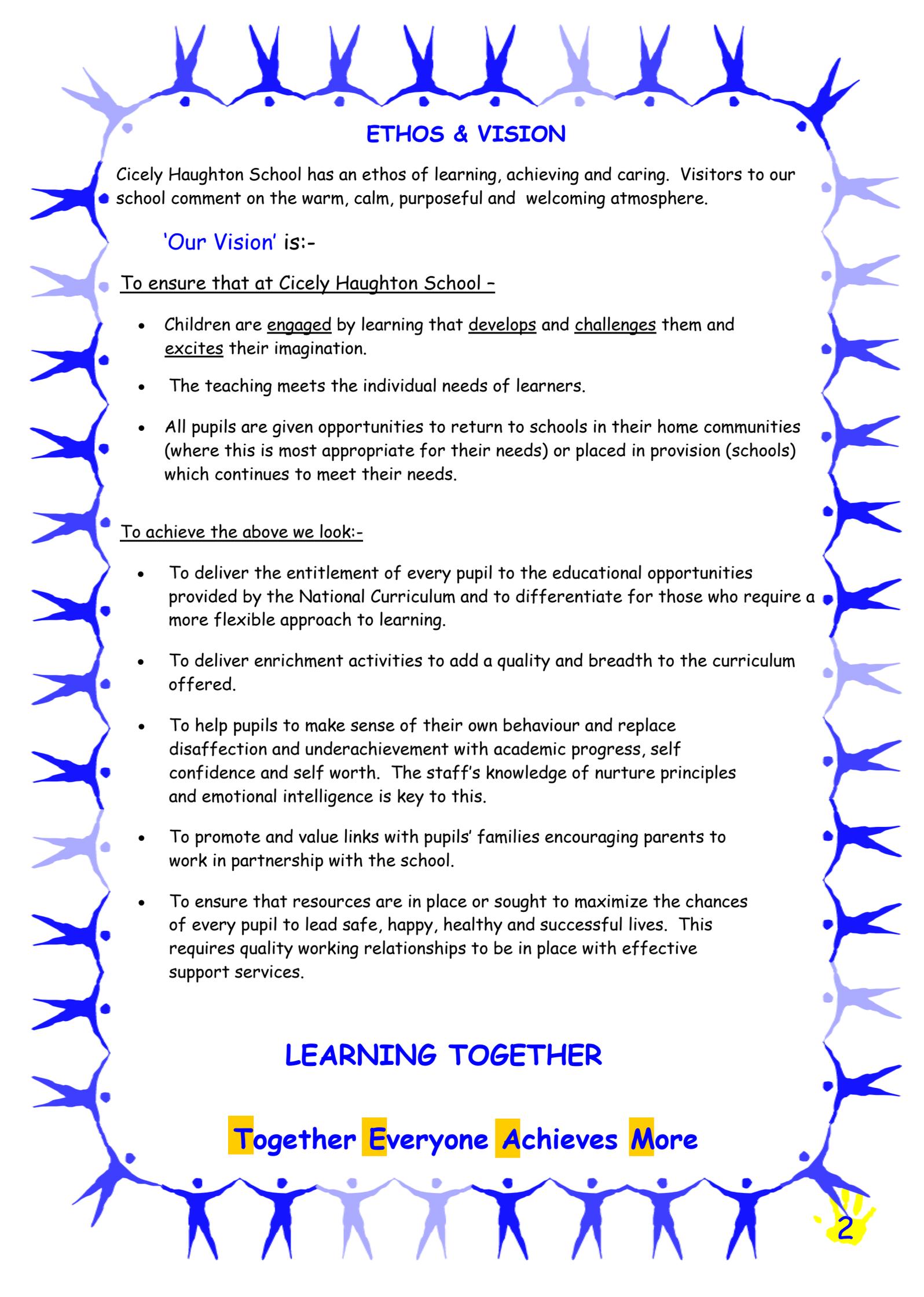
All staff are trained in 'Strategies for Crisis Intervention and Prevention' (SCIPr). This approach emphasises all the positive planning needed for the safe running of our school. It also trains staff in the use of Physical Support which may be necessary in an emergency.

Our residential 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.

• To achieve the above we look:-

- To deliver the entitlement of every pupil to the educational opportunities provided by the National 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.

Bathroom



Coalport House Room



Wedgwood House Room



Bedroom



Bedroom

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

Games Room



Pirate Ship 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

TRUST

EMPOWERMENT



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

All children 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 child or young person 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 child or young person.

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 children are familiar with Mencaps 'LISTEN UP' scheme.





RESIDENTIAL ADMISSIONS CRITERIA

Policy Statement – 'Every Child Matters'

A residential placement will provide the appropriate environment in which children are consistently afforded the opportunities to maximise their abilities with regard to educational, personal, social and emotional development.

- Residential 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 assessed as 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.
- Children from Out of County Placements have to have the funding agreed by their Placing Authority prior to application for residential programme.
- The residential provision at Cicely Houghton 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 Support Worker 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 Support Workers

Kerry Holden Level 5 in Leadership for Health and Social Care
(Deputy Head of Care) NVQ Level 3 Caring for Children & Young People
CACHE Level 3 Teaching Assistant

Samuel Potts Induction and Probationary Period Plan
Artemis Induction Standards
Enrolled onto Level 3 Diploma for Children & Young People's
Workforce / Residential Childcare.

Alan Mulliner Induction and Probationary Period Plan
Artemis Induction Standards
Level 3 Diploma Children & Young People Workforce (QCF)

Jack Bevan Induction and Probationary Period Plan
Artemis Induction Standards
Level 3 Diploma for the Children and Young People's Workforce: Social
Care Pathway

Shannon Holden Induction and Probationary Period Plan
Artemis Induction Standards
BTEC Level 3 National Diploma in Children's Care, Learning and
Development

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

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

The nominated Governor for safeguarding is:

Mrs Sue Corfield - 01782 550202

Alternatively you could contact **First Response Team** on **0800 1313126** OR contact **OFSTED** on **0300 123 1231**

Staffordshire Education Safeguarding Advice Service - Telephone 01785 895836



**National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD**

Helpline Telephone Number

0300 123 1231

About Schools

0300 123 4234





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
Loxley Hall School
Stafford Road
Uttoxeter
ST14 8RS
Email: ceo@manorhall.academy
Telephone: 01889 723050



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: **October 2018**

Reviewed by: **Karen Rutter**

Position: **Head of Care**

Annual review date **September 2019**

