



# **GRAPPENHALL STATEMENT of PURPOSE**

September 2022

Bright Futures Care Limited

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# 1. Introduction

Our home in Grappenhall is a registered Children's Home supporting up to six children, aged 7 - 18 years old, who may have a Learning Disability, Emotional and / or Behavioural Difficulties or a Sensory Impairment.

The home has been registered as a children's home for over twenty years and has helped lots of children to make significant progress in their development and to increase their independent skills.

We are part of an organisation called Bright Futures Care Limited (referred to as 'Bright Futures' for the purpose of this document), who support children with complex needs to be safe, happy and healthy.

This Statement of Purpose describes the benefits enjoyed by the children living at the home ; it outlines the individualised care we provide and how we are organised to provide that care, to meet the Quality Standards for the children we look after. It includes an overview of the facilities, services and practices we adopt to make sure that we continuously deliver effective services for the benefit of our children, in order to help them achieve their social, emotional and life skills potential.

When we consider placements for the home we always look to what is in the best interest of each individual child. We are well experienced in matching children to our setting, particularly their compatibility to other children living in the home and the skills and experience of our staff team, who will endeavour to meet the needs and aspirations of each child, their family and placing authority.

We recognise how difficult it is for families faced with the prospect of their son or daughter moving away to live in a new home and attend a new school. The emotions felt by parents, siblings, grandparents, friends and other family members is almost incomprehensible, however for families placing their children with Bright Futures this is often the start of a new and positive journey for all.

Bright Futures work in partnership with parents, families and placing authorities to deliver positive and sustainable outcomes, whether they are placed for a specific assessment or for an extended period of time, inclusive of their transition to adult life.

## 2. Quality and Purpose of Care

### Who do we provide care for?

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Our home in Grappenhall can provide care and accommodation for up to six children, both boys and girls, with Emotional and/or Behavioural Difficulties, Learning Disabilities and Sensory Impairment.

Specifically we work with a broad range of complex needs, which include: -

- Autistic Spectrum conditions, including disorders;
- Moderate or severe learning difficulty;
- Attention Deficit Hyperactivity Disorder;
- Specific language/communication difficulty;
- Asperger's Syndrome;
- Fragile X Syndrome;
- Social and Emotional difficulties.

The home provides care and accommodation 'wholly or mainly' for children. At times it may not be appropriate for a child to leave the home by their 18th birthday, and it may be in their best interests to stay. All relevant others will make a collective decision to conclude that a young person is not yet ready to move on. Each child living at the home will have a transition plan in place to ensure that their stay in the Children's home is appropriate and their move from the home is planned. Any potential impact that this may have on any children also living in the home, will be identified and risk assessed. Action will be taken to minimise risks and negative impact on children.

We are supported by a broad range of clinicians and therapists experienced in the assessment and delivery of services to children and young people with complex learning, sensory and communication needs, including Mental Health Wellbeing, i.e., CAMHS, SALT & OT support.

### Our Ethos

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Bright Futures believes that all children should have the opportunity to live within a mainstream community setting and make a positive contribution to the world around them. Such opportunities should not be denied on the basis of presenting risk, disability, behaviour or indeed a lack of specialist community provision.

Bright Futures works with children, their families, placing authorities and regulators to overcome all barriers to achieving meaningful community inclusion. We achieve this by thinking creatively, setting high practice standards and by listening to the aspirations and hopes of each child and their family.

## **Outcomes**

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As an organisation, Bright Futures are committed to achieving the highest possible standards of care for children and their families. The Registered Manager and staff develop and run the home in a way that supports children to achieve the best possible outcomes which reflect their individual ability, choice and aspirations. To meet and sustain these service standards we continue to invest in our staff, our buildings, our resources and relationships with others.

Our aim is that each child will achieve positive differences in their personal, social and learning lives and in this way achieve their full potential whilst they are with us. Within their ability, these positive developments will help the child to:

- recognise their uniqueness, worth and a sense of self;
- enhance their life and social skills;
- understand and show awareness of personal, social and health issues;
- cope with and embrace the fluctuating emotions of mood and moment;
- advocate on their own behalf;
- respect the dignity of those around them;
- approach new experience as a positive opportunity;
- develop independent living skills.

## **Our approach to achieving these outcomes**

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**Ideal facilities** – The home is situated in Grappenhall The location of the home has been chosen to offer privacy to our children, whilst allowing easy access to local amenities including shops, parks, libraries, healthcare and leisure centres.

The home has shared communal areas including four lounges, a dining room, a sensory room and two kitchens. Communal areas are designed to reflect a nurturing family environment, with comfortable soft furnishings, lighting and TV / media equipment.

The home has large, enclosed gardens, with space and equipment where the children can play, relax and enjoy favoured activities. The garden is equipped with a trampoline, football goalposts and an area for planting and sensory activities. The garden is enclosed to support the safety of each child, whilst still giving a sense of open and tranquil space.

**Skilled staff** - We only recruit permanent staff to work at Bright Futures Care and we continually develop them to meet the individual and collective needs of the children living in the home. In the event of a loss of 20% or more on current staffing needs, we will consider the use of agency staff to ensure that the children are kept safe. We recruit all staff within strict safeguarding guidelines and no member of staff will work within our school or care settings until they have satisfactorily completed their safeguarding checks and essential induction training.

We recognise that our staff are key to each child's success, and therefore we support them to the same high standards as they support children at Bright Futures. There is a balance of experience and new staff in the home, with role modelling playing a key part in training the new staff. The home has dedicated mentors for new staff so that they can 'shadow' and learn during their probation period. Having a skilled, trained and caring workforce remains key to positive and sustainable outcomes for the children. The quality of care at the home is also greatly enhanced by the contribution of others, including family members, and health and social care professionals.

Children's experience at Bright Futures substantially flows from interactions with carers, teachers and health professionals. Our comprehensive training and development programmes reflect this importance in its quality and frequency. We have a permanent maintenance team who are dedicated to ensuring that repair and replacement needs are dealt with promptly.

**Developmental targets** - We establish and follow a range of multi-disciplinary developmental targets which are devised in consultation with our children, parents, the placing authority and other professionals. These are supported by a framework of 'personal objectives' and reviews that keep things on track. There is an emphasis on developing pride and self-confidence through achievement and success.

### **Accommodation**

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In choosing the setting and design of the home we have been mindful to provide spacious accommodation within a desirable community location. The interior design of the home reflects the highest quality of décor, furnishing and equipment to ensure that the children have everything they need to be happy, healthy and safe.

Each child has their own en-suite bedroom for their sole use. Within their personal living space, they will have a place for home study and storage facilities for their personal possessions. They may also have a lockable storage box for items of value or sentiment if this is assessed as safe. Their bedrooms and bathrooms are individually designed to personal taste and adapted to meet their needs. This may involve choice of colour schemes or themed rooms, specialist furniture to keep them safe, or favoured washing facilities.

Bright Futures have a dedicated maintenance team who can further develop a child's personal living space to reflect their individual preferences and needs.

The home has staff sleeping accommodation to support night time supervision, and dedicated bathrooms and toilet facilities for staff, separate to that of the children.

### **Location**

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The home is located in Grappenhall. There is an abundance of shops and eateries, which are within short walking distance. There is easy access to leisure facilities and healthcare services, and Bright Futures School is only a short drive away.

The location of the home supports children's safety, well-being and personal development. Staff invest time in building strong relationships with other people in the local area who can positively contribute to the children's health, safety and happiness. Developing relationships within the local community continues to enhance the quality and diversity of our support.

### **Supporting cultural, linguistic and religious needs of children**

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Our children have diverse backgrounds and we are sensitive to different needs and values in respect of children and their families that arise from their social and economic, ethnic and cultural or religious backgrounds. As an organisation, we are committed to respecting and promoting diversity amongst our children and their families. We look to understand and embrace differing cultures, lifestyles and beliefs and we ensure that we promote such diversity within the home in a meaningful way, for all. To achieve this we ensure that we follow an anti-discriminatory approach in all aspects of our policy and practice, and ensure that everyone's individual rights as a child are safeguarded both within and external to the home and school. We ensure that our service is fully inclusive in meeting the needs of all children.

### **Complaints**

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Children, parents, carers and advocates have legitimate rights to express concern or make complaints. The Representations, Compliments and Complaints Policy is available to all parents and placing authorities at the point of admission, and on request thereafter. Staff have access to the Representations, Compliments and Complaints Policy at all times.

Our policy outlines the procedures to be followed with all complaints. First it specifies how people can complain, then it involves informal and formal stages depending on the nature of complaint. Short timescales are attached to each stage to ensure complaints are dealt with promptly and that complainants have the confidence they have been listened to and that action has been taken. We will always inform the complainant how things have been resolved.

For children, as part of our child admissions arrangements, we issue a personal copy of our Children's Guide which, in a child-friendly way explains the complaints procedure. Differentiated complaint forms are provided within the Children's Guide to suit individual learning needs. The child's Key Worker, along with the Registered Manager, will help them to complete their 'Children's Guide' which will help them to understand who and how they can contact people if they are anxious or unhappy about any aspect of their care. Such people can include their family, Social Worker, and other adults experienced in listening to children living away from home. Staff will ascertain whether a child requires assistance to complain, and this will be recorded in their Placement Plan. The Registered Manager takes all reasonable steps to ensure that children feel comfortable with the making of comments or complaints and are free from reprisals if they choose to do so.

All complaints are taken seriously. If children are unhappy in any way at all, they are encouraged to let staff know straight away. Should any complaint reveal any issue for which other procedures exist, (e.g. Child Protection) then it will be dealt with under those procedures, rather than as a complaint.

When children indicate their wish to make a complaint, the person receiving it will do what they reasonably can, to ensure that all other resolutions available have been tried. Where a person insists

that they wish to make a complaint, staff or the Registered Manager, will still deal with the matter, if appropriate. If a complaint is made about the Registered Manager, or another person in line management, it will be passed to a manager outside of the line management structure.

If they wish to do so, complainants may direct their complaints to others outside the home, such as an Independent Advisor or Daniel Jones (Chief Executive Officer). They may also direct their complaints to the Regulatory Authority or the Placing Authority.

### **Access to policies**

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The home has Policy Statements which set out in detail how the home is operated and regulated. All policies are available upon request to a person, body or organisation involved in the care or protection of a child. This includes key policies such as Child Protection policies and Behaviour Management policies. All staff are required to read and sign the policy manual to confirm that they understand and are familiar with the contents.

All staff are issued with their own Safeguarding Children and Young People Policy for which they are required to sign for, to confirm receipt.

## **3. Views, Wishes and Feelings**

### **Consulting children**

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Bright Futures is committed to the principles of involving and consulting with children when decisions are made within their lives that affect them:

- Children's opinions will be taken into account in anything that affects them.
- Children will have information disseminated in a way that they understand, to enable them to make choices and decisions.

We believe that actively promoting the participation of children in decision making and planning is beneficial to the children, the staff and the organisation as a whole, as it creates 'ownership' of any decisions made and a state of 'collaboration' and teamwork. To help us understand a child's individual needs we will talk to them, their parents, other family members and professionals, including their Social Worker and teacher.

Age, maturity and the type of decision being made determines the extent and nature of children's involvement at the home. Involvement of children, in practice, can vary enormously and this involvement is often limited for a number of reasons. However, the emphasis is always strongly in favour of involving children. We know that all children can communicate their views and wishes; we just need to find out the best way that we can support each child to express theirs.

Children living at the home have regular opportunities to contribute to the development of their own Placement Plans, the running of the home, and the planning of their day-to-day care and



education. Consultation takes place in a variety of different forums, both individually and in group situations.

Children's families, where appropriate, are encouraged to contribute to decisions which affect the family and the lives of their children. Where a child wishes to speak with someone independent of Bright Futures, they will be given every opportunity to do so and we will ensure that any communication difficulties are overcome.

At the home:

- Children are encouraged and supported to complete weekly consultation forms, commenting on what has made them happy, what has made them sad, and what they would like to change. These consultation forms are monitored by the Registered Manager, who ensures feedback is provided for the child.
- Children are encouraged to contribute to their daily record by reflecting on how they felt and what they have done well.
- Children have the choice to complete a 'My Voice' pre-statutory review consultation form, differentiated according to the child's needs, detailing aspects of their care, health, education, future planning, family contact and children's rights. The child can attend all, or part of their review to provide opportunity to discuss their issues, and issues presented by their parents, family members, support workers and placing authority, or if they prefer, they can put their questions and views to the meeting in other ways such as writing them down. They can also meet with their Independent Reviewing Officer and others separate to the review if this is more comfortable. The Independent Reviewing Officer will make sure that the child's views are listened to and that all plans are made in their best interests. There may be part of the statutory review where it may be felt inappropriate for the child to be present, if issues raised are felt to create anxiety or unsettlement, for example, commissioning decisions, future placement plans.
- Children can discuss any aspect of their care or planning with people from outside of the home. We will make sure that they know how to contact their family, Social Worker, Independent Reviewing Officer, Ofsted Inspector, Independent Advocate and / or the Children's Commissioner.
- Each child will have their own 'Children's Guide' which tells them all about life at the home. We will make sure that the Children's Guide is presented in a way that they understand and that enables them to ask questions. Within their Children's Guide, children will be able to express their personal preferences relating to things such as food, clothing, activities and contact with their family and friends. Their preferences are incorporated into day-to-day plans, as appropriate.
- Children are invited to attend quarterly house meetings with their direct peer group and support workers, to discuss issues relating to the running of the home, such as rewards and sanctions, activities, resources and equipment, supervision, maintenance and development, relationships, health care, safety and staff recruitment. Actions and outcomes from the

meeting are provided in differentiated formats for each child and placed in their Children's Guides.

- Where any sanctions, disciplinary measures or restraint are used, children are encouraged to be supported to record their own views, in a differentiated format to suit their individual learning needs.
- At least once each month, the home is formally inspected by the Independent Visitor, in line with The Children's Homes (England) Regulations 2015, Regulation 44. The Independent Visitor speaks to children and seeks their opinions and views about living at the home. A copy of the Independent Person's report is provided for the Registered Manager of the home; Ofsted; upon request, the local authority for the area in which the home is located; the placing authorities of children; the Registered Provider, the Registered Manager, and the Responsible Individual.
- Children will have the opportunity to express their views upon life at Bright Futures during Ofsted inspections.
- Consultation and involvement will be regularly monitored, recorded and acted upon, to enable children to see that their input has led to visible outcomes.

### **Anti-discriminatory practice**

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We believe that all children should have the opportunity to live within a community setting and make a positive contribution to the world around them. We do not feel that such opportunities should be denied them on the basis of their disability, behaviour, presenting risks or indeed a lack of specialist community provision.

We are committed to equality and diversity in all our practices. Our general policy is that we will not tolerate discrimination based on age, gender, ethnic origin, race, nationality, skin colour, sexuality, impairment (physical, sensory or learning) physical appearance, marital or other life status, religious or political belief and any other differences that cannot be justified.

We aim to:

- make inclusion a thread that runs through all Bright Futures' activities;
- challenge and eliminate discriminatory actions;
- remain vigilant to inadvertent discrimination;
- include and value the contribution of all, including the children's families, to our understanding of equality and diversity.

We believe that this policy commitment helps to create a positive and safe environment for all concerned, and that it provides a clear standard for all interactions, for and between staff, children, visitors, families, authorities and any other individuals or groups that we deal with.

### **Children's rights**

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Every child has the right to an education, to be healthy, to grow up safely and to be heard. At the home the children are at the centre of everything we do. We exist to look after them to the very

best of our ability and to keep them safe. Bright Futures respects & supports children's rights consistent with the United Nations Convention on the Rights of the Child.

Subject to the overriding concern for safety and welfare, our 'Children's Rights' policy promotes their essential rights:

- all of the rights associated with the law and the general conventions on human rights and the rights of a child;
- a safe, secure and caring environment that fosters individualised experience, personalised space and privacy;
- a smoke free environment, access to health care, advice on lifestyle;
- good nourishment in the home, access to the outside, free movement and self-determination subject only to temporary restriction associated with the welfare of the child;
- choose friendships, maintain contact with people outside of the home, send and receive communication;
- structured and unstructured leisure time, pocket money, holidays;
- information and inclusion in every aspect of their care and development including information on who to contact and how to complain, when things are not going right;
- specialist education.

At the home, all staff ensure they promote and safeguard the interests and rights of our children, advancing equality, challenging discrimination and empowering and enabling their voice, according to our Children's Rights Policy and the United Nations Convention on the Rights of the Child.

## 4. Education

### Education provision

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We provide specialist education for children with Learning Needs and/or Autism, aged 5 to 25, in safe, secure and nurturing learning environments.

Our school, provides high quality inclusive education for children with complex needs. Our support is personalised to the needs of each student and achievement driven, to ensure that students can reach their academic, social, communication and life skills potential.

For each student we aim to:

- ensure that they feel safe and supported,
- realise and maximise their potential,
- support them to achieve their aspirations,
- enable them to live as independently as possible,
- develop their confidence and self-esteem,
- ensure they have regular opportunities to experience success.

## **Promoting children's educational achievement**

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We aim to deliver meaningful learning experiences for our children throughout a 24-hour period, both within their education and care settings. Such continuity enables staff to teach new skills and enhance self-esteem, develop confidence and the ability to build positive relationships through consistent approaches and mirrored appropriate behaviour.

Our curriculum embraces different aspects of National Curriculum subjects. It is presented in ways that will stimulate our children and is delivered in a thematic, practical and structured manner. Throughout our children's time in school, we encourage them to be actively involved in their own education.

We pride ourselves on the quality of our education and the opportunities created to encourage and increase each child's communication skills, choices, independence and social skills. Our education and care teams work seamlessly to create structured learning environments where children with a broad range of abilities can engage, enjoy and progress.

In designing our curriculum and learning environments, we work closely with Speech & Language and Occupational Therapists to enhance each child's learning experiences. We are aware of how sensory processing difficulties can affect our children's abilities to successfully access learning, play, social situations and their ability to interact and communicate with others effectively. We therefore deliver holistic and targeted therapeutic intervention throughout their waking day.

## **5. Enjoyment and Achievement**

We understand that for children to be happy living at the home they need to feel listened to, respected, safe and valued. We achieve this together by ensuring that they spend time doing things that they enjoy and things that can help them to develop and reflect their creative, intellectual, physical and social interests and skills.

Children live as part of a group and therefore it is important that they can both enjoy their own interests whilst sharing time and engaging in activities with others, both at home and in the community. Children will be supported to plan their own activities with staff members and other children living at the home

Children can access a weekly activity programme, conducive to their own interest and needs. Children at the home regularly take part in activities, such as local walks, visits to parks, cinema, bowling, sensory play, shopping, swimming and numerous others.

We will support children to enjoy their favoured activities and interests whilst encouraging them to try new things which can help them to learn, be healthy, develop independence and meet new

people. We will also ensure that children have the equipment, transport, money and, when required, privacy to enjoy such activities and learning experiences.

When planning activities with a child, Bright Futures will include time to spend with people important to them in their home area including parents, brothers, sisters, grandparents, friends and even their pets. Such visits will enable them to share in family life and help celebrate special family and community occasions.

## **6. Health and Wellbeing**

Children at Bright Futures are supported by an identified core team of health care professionals, including a GP, dentist and optician. Children may require the sensitive and informed support of specialist health care practitioners to meet their communication, learning and social needs. These may include Neurologists, Paediatricians, Audiologists, CAMHS services, Forensic Services, Complementary Therapists, Speech and Language Therapists, and Occupational Therapists.

Relationships with other professionals support a broad range of needs including contributions to healthcare, emotional, cultural, racial, religious, and learning development. If a child is assessed as having an unmet need, then we will identify a suitably trained, experienced and caring person/s to support such needs. Bright Futures works in partnership with other healthcare professionals supporting our children's physical, emotional and psychological development. Our partner agencies include speech, language and occupational therapists, hairdressers, sports coaches, music teachers, school teachers, artists, dieticians and many more creative and clinical professionals.

Children's Health Care Passports, Information files, Key Worker files and LAC documentation incorporate their medical history, specific health care interventions/needs, preventative measures, known allergies, records of development, specific therapeutic need, record of GP and dental appointments attended, and current optical assessments.

## **7. Positive Relationships**

Wherever possible we promote frequent and sustainable contact with the child's home environment. Time with people important to each child is 'needs' assessed and therefore we can be as ambitious and creative as we like in supporting quality family time.

Children can often travel significant distances to benefit from the support available at the home, therefore we are well practised in delivering creative contact arrangements. Such support is designed to meet the aspirations of each child and their family and can include overnight stays in their family home, with staff offering support in the locality, where required. We can support time with family and friends in a child's home area, or equally we can support others to visit them at the home. Distance has never been an obstacle in support of positive family time, including planned visits and specific family celebrations, i.e. weddings, religious festivals, birthdays and community

celebrations. Our relationships with a child's family, friends and often pets allow us to promote their role in family life in a safe and meaningful manner.

## 8. Protection of Children

### **Monitoring and surveillance of children**

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Occasionally, it may be necessary to consider using visual, sound or motion monitors, and/or door alarms to ensure the safety and well-being of a child. This may be for varying reasons, however the decision to use the equipment will be agreed with the child, their family and the placing authority, and will be in their best interests. The reason for the decision and guidelines for use will be outlined within the child's Placement Plan, which is signed by all relevant parties.

So far as reasonably practicable in the light of the child's age and understanding, the need for monitoring or surveillance is discussed with the child and is no more intrusive than necessary, having regard to the child's need for privacy.

### **Behavioural support**

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Quite often our children find it difficult to understand the world around them and often struggle to communicate their wishes and feelings to family members, friends and those offering support. This inability to communicate effectively can lead to heightened states of anxiety and frustration, which can manifest in their behaviour and interaction with others. Such behaviours can include harming themselves or others, damaging their living environments and placing them and others at risk of harm in their home, school and community.

The home provides a nurturing environment where children and staff members are encouraged to respect each other's beliefs, choices, personal space and privacy. This allows people to feel safe and comfortable when interacting both inside and outside of the home.

To sustain our nurturing ethos and environment we encourage positive behaviour through role modelling, careful matching of children and staff to the home and by promoting a shared set of standards and expectations of behaviour. Celebrating the children's positive behaviour and achievements remains our primary means of promoting their social and emotional development and community inclusion.

When children come to live at the home, they may have already developed behaviours which help them to manage the world around them, but which may place others at risk of harm. To others such behaviours may be seen as aggressive and controlling, however we know that such behaviours are often part of their coping mechanisms. It is important to firstly understand why a child presents such behaviour, and then we can help them to either minimise such behaviours or substitute them for more appropriate ones which can help them to manage their anxieties and frustration.

It is very important that children can learn to engage with others safely, in order that they can enjoy the benefits of being an active member of their community. It can take time for our children to “unlearn” certain behaviours however they will get there, it is just a question of remaining focused, patient and ambitious.

To enable children to manage their behaviour in a progressive way we will provide them with continuity and consistency throughout their stay, in their relationships, routines and boundaries. We will help them to understand our expectations of behaviour within the home, ensuring that they meet their individual learning and communication needs. We will also incorporate such information within their ‘Children’s Guide’.

We will regard every behaviour and situation as a positive learning opportunity for the child and those supporting them. We will not use any sanction or reparation which is designed to punish or achieve compliance from them at any time. It is of primary importance that any consequences in place to support their behaviours are sensitive to their age, level of understanding and personal dignity.

If a child’s behaviour compromises their safety or that of others, then we will look to identify strategies, support and resources that can help them to continue with their school studies, community activities and daily routines in a positive way.

Some children moving to the home may present aggressive or destructive behaviours which can expose them and others to harm. We understand that their life experiences and emotions are often communicated through their behaviour, and therefore our staff team are trained and supported to manage such behaviours in a safe and progressive way. All staff are trained in methods of behaviour management, including the use of physical intervention and restraint that are agreed by the home.

Where Physical Intervention may be necessary, for example, if it has been used in the recent past, or there is an indication from a Risk Assessment that it may be necessary, the circumstances that give rise to it and the strategies for managing it will be outlined in the child's Placement Plan and Behaviour Support Plan.

We have a clear ‘Behaviour Management Policy’ which sets out, not only how we look to support such challenging behaviours, but also how we record, review and share such strategies with the child, their family, their placing authority and Ofsted.

The Registered Manager regularly monitors and reviews incidents of challenging behaviour within the home, including the use of physical intervention. This allows for trends and emerging issues to be identified which then enable the children and staff members to reflect, learn and inform future practice.

It will be very important that each child can communicate their concerns or anxieties regarding the behaviour of others, in particular any incidence of bullying. We do ensure that staffing arrangements are in place to deter bullying from occurring in the home, and to ensure that no

incidence of bullying could go unnoticed or unchallenged. We therefore ensure that each child has effective communication skills and contact points, both internal and external to the home, to support their concerns and promote a sustainable culture of positive behaviour within the home.

## 9. Specialist Support Team

Our staff teams are trained to excellent standards which, when combined with our passion, pride and commitment to what we do, fosters an excellent and caring culture and makes us a leading provider for children with learning disabilities and special educational needs.

We use person-centred approaches to ensure that individuals experience life to the fullest potential. Working alongside therapists and other professionals, our specialist care and education staff offer truly tailored support that meets the educational, social, physical and emotional needs of individuals.

Our Great Care Offer and Education Curriculum ensure that children get the right support to achieve the best possible life outcomes. Both frameworks enable our support to be flexible and responsive to individuals changing needs.

Positive Behaviour Support is an essential component of our care and education offer and underpins how we support people with Autism, Learning Disabilities, and other complex needs.

At Bright Futures we seek to build on current behavioural practice by fully embedding a Positive Behaviour Support (PBS) approach. This allies to both our Customer and Employee Value Propositions - delivering great quality care and education by highly trained staff. The overall aim of PBS is to improve the quality of life of people who use care services and special education, and that of those around them. It is effective in producing positive outcomes, such as increasing the person's skills and life opportunities. As a by-product there is a reduction in challenging behaviour.

To ensure the effective implementation of this agenda, key roles have been identified and Bright Futures has a centralised Specialist Support Team. The Registered Manager at the home has completed PBS Coaches training and alongside our Lead Coaches, are provided with the training and support that they need, to develop the skills they need. Bright Futures' PBS Leads drive the implementation of the PBS strategy across the organisation, improving the understanding of the function of concerning behaviours, creating capable environments, plans, and developing skills of the staff teams.

Our Specialist Support Team ensures that internal support can be accessed from our PBS practitioners, coordination of our therapeutic and pastoral contracts and the inclusion of a wider multi-disciplinary team, if and when required. The Specialist Support Team Manager leads the team and is responsible for ensuring that they, individually and as a whole, provide excellent support across the services.



Shine Therapy has supported Bright Futures Care in the delivery of Speech and Language and Occupational Therapy since 2011. Bright Futures work with Shine Therapy Services to provide informed therapeutic support across our education and care settings. They are a team of highly specialist Occupational Therapists and Speech and Language Therapists who offer assessment, review and therapeutic support to our children. They also provide training and support to our staff so that we can develop a collaborative working approach to meeting all the individual's needs. Therapists supporting these individuals have extensive experience of Autistic Spectrum Disorders, complex learning needs and challenging behaviour. They specialise in the delivery of sensory integration and evidence-based communication therapy. All therapists have completed post-graduate training within their specialist fields. (Details of the qualifications and professional supervision of the staff involved in providing any specialist support are shown in section 16.)

At Bright Futures, we are passionate about improving people's quality of life and reducing the reliance on all restrictive practices. We pride ourselves on our positive, open culture and person-centred practice. The Restraint Reduction Network is a registered charity which brings together committed organisations providing education, health and social care services to focus on reducing the use of restraint across the sectors. Bright Futures are proud to join colleagues and organisations across education, health and social care to demonstrate our commitment to reducing restrictive practice and ensuring people's human rights are respected and protected.

## 10. Leadership and Management

### Contact details

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**Registered Provider** - Bright Futures Care Ltd,  
Asher House, Barsbank Lane, Lymm, Warrington, Cheshire, WA13 0ED

**Responsible Individual** – Rachelle Russell,  
Asher House, Barsbank Lane, Lymm, Warrington, Cheshire, WA13 0ED

**Registered Manager** – Kelly Ellison,

### Managing the Home

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Our home in Grappenhall is one of five residential children's settings operated by Bright Futures Care and therefore has access to a wider management team who are responsible for ensuring that the home has the necessary resources to meet its duty of care. Such management support includes Maintenance, Catering, Finance, Recruitment and Development, Quality Assurance, Safeguarding, Administration and Human Resources. (The Bright Futures Care Limited Organisational Structure can be found in section 14.)

The home has its own dedicated Registered Manager, Deputy Managers, Senior Residential Support Workers and Residential Support Workers. The Registered Manager is responsible for ensuring that

the plans in place for each child are met in full and that the home operates in a positive, transparent and safe manner. They ensure the home has sufficient staff and suitable finances and equipment to meet the individual and collective needs of the children living in the home.

Each child has their own designated team of staff who are responsible for leading their care and supporting their education each day. They have the skills, knowledge and training to guide others in the delivery of each child's support including supervision, report writing and risk assessment.

The home's management team make arrangements for the regular supervision of staff where opportunity is provided for staff to discuss their role and practice on a regular basis and this is backed up with an annual performance appraisal. These opportunities allow line managers to develop their staff team by highlighting practice improvements and skills development, whilst allowing opportunities to reflect upon their experiences of working in the home.

The home is separately registered from Bright Futures School and is inspected as a Children's Home. The Registered Manager liaises routinely with the Head Teacher to ensure that each child is making as much progress as possible. The teachers are supervised by the Head Teacher who in turn receives professional supervision from the Leadership Team.

### **Staffing gender balance**

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Bright Futures fosters an organisational culture that promotes the equitable participation of women and men at various levels within the organisation. Gender sensitive management is essential. To grow up to be well-balanced adults, children need female and male role models. At the home, the staff group, who are in day-to-day contact with children, includes staff of both genders to meet the needs of all children in placement.

The organisation aims to create a working environment that promotes diversity and prevents inequality and prejudice. Bright Futures' recruitment procedures and terms and conditions actively encourage applications from men and women.

## **11. Care Planning**

### **Criteria for admissions**

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When we consider placements for the home, we always look to what is in the best interest of each individual child. We are well experienced in matching children to our setting, particularly their compatibility to other children living in the home, and the skills and experience of our staff team, who endeavour to meet the needs and aspirations of each child, their family and placing authority.

The home will only offer a placement to a child who meets the homes' Ofsted criteria for registration relating to assessed need, age and any other specifications. Children are admitted regardless of

their gender, race, religion, belief, colour, disability or social status. We will not offer a placement to a child, unless we are confident and registered to meet their individual needs.

Bright Futures will not offer placements to children where:

- There is a significant history of bullying of peers or deliberate intent to hurt or exploit other children;
- There is a history of criminalised behaviour;
- There is a history of alcohol, drug abuse;
- There is a history of significant absconding behaviour.

The decision about suitability of placement will be made in consultation with the Placing Authority. Before making such a decision, a Referral Form will be completed and taken into consideration and the following undertaken, where possible, before a decision is reached:

- Arrangements for the Registered Manager or delegate to meet the child, parent(s) or carers;
- An Information Pack and/or brochure about the home forwarded to the Placing Authority, parent(s) or carers;
- Up to date Chronology obtained;
- Other relevant information about the child obtained, for example, recent Looked After Review reports, Pathway Plan, Personal Education Plan, reports from specialists or therapists.

Once a decision has been reached to place a child, the detailed arrangements for admitting the child will be agreed with the parents and the Placing Authority, as each child's individual circumstances will differ. All relevant and necessary information will be gathered in the Admissions Booklet, which will inform the relevant documents and prepare staff for the child's arrival.

It is important that the child and their staff team feel comfortable and competent in each other's company and therefore we consult with both when looking for a suitable match. For a child to feel safe and secure we will ensure that they feel valued by the other children living in the home, by those supporting them and by others in their community. If we do not feel that we can meet such needs, we will offer advice on other services and settings which may be better placed to help them.

A copy of the Children's Guide will be given to the child before or upon admission. A copy of the Care Plan will be obtained or forwarded to the home within 10 working days of start of placement. Before, or on the day of the placement, it will be necessary for the Registered Manager to obtain further information as set out in the Referrals and Placements Policy.

Planning the way a child is looked after will be an ongoing process. Firstly, we will plan their move and then assess their care, education, health and family contact needs. Assessments will be completed by suitably trained and experienced workers and led by the child's individual needs rather than what is available.

We do not support our children in isolation but in partnership with parents, families, placing authorities and relevant professionals to deliver positive and sustainable outcomes, whether they are placed for a specific assessment or for an extended period of time, inclusive of their transition to adult life.

### **Emergency admissions**

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Bright Futures do not take emergency placements.

## **12. Further Information**

We have referred to relevant policy documents in this Statement of Purpose. The organisation's policies provide detailed information upon every aspect of our services and are guided by The Children's Homes (England) Regulations 2015 and the Quality Standards. If you would like more details or copies of any of our Policy Statements either individually or collectively then please contact our administration team on 01925 759162, who will be able to assist you with your request.

If you would like a wider view of what the Bright Futures Care organisation provides then you may find it useful to visit our website at [www.brightfuturescare.co.uk](http://www.brightfuturescare.co.uk). The website provides details of our residential and school settings, and our Ofsted reports.

If you would like to discuss a specific placement need or you have a general enquiry about placements at Bright Futures Care, then please contact our head office on 01925 759162 or e-mail [admin@brightfuturescare.co.uk](mailto:admin@brightfuturescare.co.uk).

If you have any questions that require further information or clarification, then please do not hesitate to contact our head office.

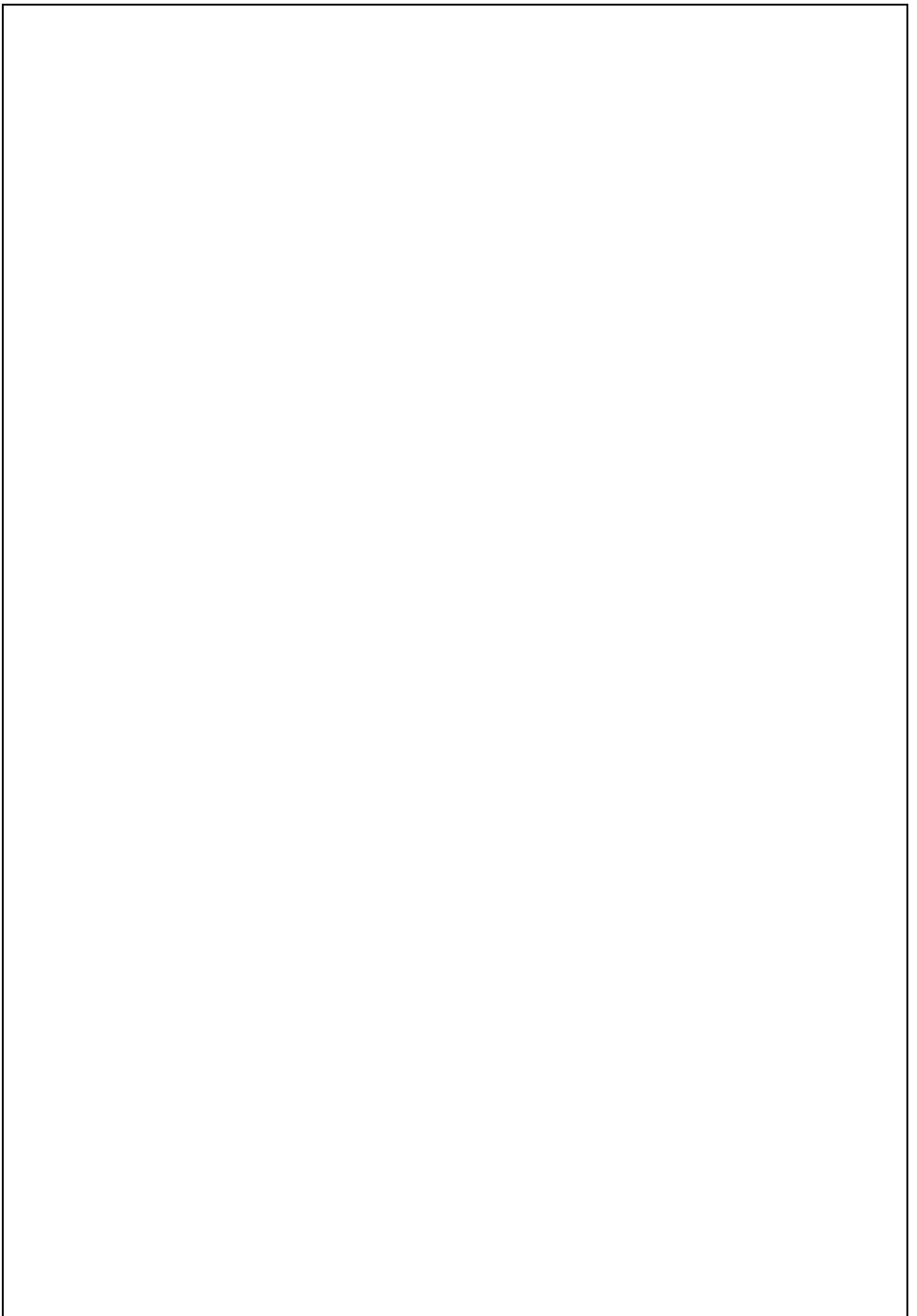
## **13. Registration Details**

**Responsible Individual:** Rachelle Russell

**Registered Manager:** Kelly Ellison

**Email:** [admin@brightfuturescare.co.uk](mailto:admin@brightfuturescare.co.uk)

**Website:** [www.brightfuturescare.co.uk](http://www.brightfuturescare.co.uk)



# 14. Organisational Structure

