



# Bright Futures

## HALEBANK

### STATEMENT of PURPOSE



**19<sup>th</sup> November 2024**

Bright Futures Care

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# 1. Introduction



Halebank is a registered Children's Home supporting up to five children, aged 7 - 18 years old, who may have a Learning Disability, Autism, associated complex needs, or a Sensory Impairment.

We are part of an organisation called Bright Futures Care (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 at Halebank; 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 at Halebank, 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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Halebank can provide care and accommodation for up to five children, both boys and girls, who may have a Learning Disability, Autism, associated complex needs, or a 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;
- Complex needs including behavioural difficulties.

Halebank 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 Halebank 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 from

Halebank 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** - Halebank is a large, detached house set within its own enclosed garden, situated in Halebank, in Widnes. 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 three lounge areas, a dining room and a kitchen. Communal areas are designed to reflect a nurturing family environment, with comfortable soft furnishings, lighting and TV / media equipment.



The home has a large, enclosed garden area, with space and equipment where the children can play, relax and enjoy favoured activities. The garden is equipped with a playground, with a swing, slide and climbing frame. There is lots of space for other garden equipment, which the children will be able to choose. 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 Halebank is also greatly enhanced by the contribution of others, including family members, and health and social care professionals.



Children's experiences 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. Our permanently employed chef ensures a balanced diet with equal attention being given to health and wellbeing. 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 Halebank, we have been mindful to provide spacious accommodation that meets the needs of the children that we support. 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.

The home's maintenance team 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 location of the home has been chosen to offer privacy to our children whilst allowing easy access to local amenities. This supports children's safety, well-being and personal development.

Halebank is located in Widnes and is a well thought of and popular village, where there is a neighbouring farm shop selling fresh produce, along with a village pub. Within a short distance there is a park, a church and a local shop which are easily accessible, along with leisure facilities, transport links and healthcare services. There are a variety of local venues to enhance the experiences of children, including a leisure centre, a riding school, a trampoline park and an ice-rink. Bright Futures School is only a short drive away.

Staff from Halebank 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.

## **Local Services**

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Halton SENDIASS Partnership ([sendiasshalton.co.uk](http://sendiasshalton.co.uk)) are available to help parents/carers, children and young people to have clear, accurate and relevant information, aiming to help children to take part in decisions about their own lives. They offer accurate, up to date and impartial resources and information about the law on special educational needs and disability. The Local Offer is a user-friendly website co-produced with and for children and young people with SEN and/or disabilities, their parents, carers and professionals, providing information, resources and videos. ([localoffer.haltonchildrenstrust.co.uk](http://localoffer.haltonchildrenstrust.co.uk))



Halton Borough Council's Careers Education Service was established in 2001 to work with local employers, schools, students and parent/guardians to introduce young people to the world of work.

## **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, at Halebank.

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 of Halebank, will still deal with the matter, if appropriate. If a complaint is made about the Registered Manager of Halebank, 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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Halebank 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 Halebank. 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 at Halebank 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 Halebank:

- 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 Halebank. 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 Halebank. 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. Our Independent Visitor is provided by NYAS. 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 Halebank, 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 Halebank, 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

A suitable education provision is identified for each child. This may mean maintaining an existing arrangement for a child's education or identifying an appropriate provision, which may be Bright Futures School or another provision that is considered to meet the child's educational needs.

### Education provision

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

Children at Halebank can access a weekly activity programme, conducive to their own interest and needs. Children at Halebank have the

opportunity to participate in community activities such as: swimming, bowling, cinemas, play areas and parks. This will be based on their own interests and needs.

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.

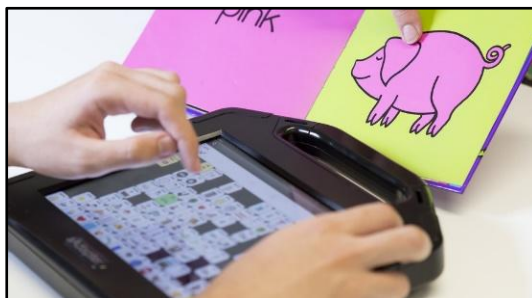
## 6. Health and Wellbeing

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 Halebank, 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 Halebank. 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

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.

The children's home uses CCTV cameras placed externally looking out on to the drive and entrance gate. The purpose of the cameras is to provide an additional safeguard and deterrent to any unwanted intrusion or activity that may impact on the safety of the young people. The CCTV is not used for the purpose of monitoring the young people and there are no cameras within the home.

### **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.

Halebank 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 Halebank, 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 Halebank 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.

The home has the ability to place temporary restriction on the children within the home, these include lockable external/internal doors, wardrobes, door alarms and water restrictors. These restrictions are agreed with local authorities and are regularly reviewed as part of each child’s care planning.

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 for Halebank 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 is 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 Halebank.

## 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 Halebank 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 15.)

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,  
Asher House, Barsbank Lane, Lymm, Warrington, Cheshire, WA13 0ED

**Responsible Individual** – Maria Fiddimore,  
Asher House, Barsbank Lane, Lymm, Warrington, Cheshire, WA13 0ED

**Registered Manager** – Russell Burton,  
Halebank, 59, Halebank Road, Widnes, WA8 8NJ.

**Children's Services Area Manager** – Philip Speed,  
Asher House, Barsbank Lane, Lymm, Warrington, Cheshire, WA13 0ED

## **Managing the Home**

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Halebank is one of six 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, Finance, Recruitment and Development, Quality Assurance, Safeguarding, Administration and Human Resources. (The Bright Futures Care Limited Organisational Structure can be found in section 14.)

Halebank has its own dedicated Registered Manager, Deputy Managers, Senior Residential Support Workers and Residential Support Workers. (Halebank staffing list is shown in Appendix A.) The Registered Manager for Halebank 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 that Halebank 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 at Halebank, 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.

Halebank 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.

### **Russell Burton is the Registered Manager at Halebank**

Russell has worked within Bright Futures for 8 and a half years working with children with complex needs, and autism. Russell started at Bright Futures as a Residential Support Worker in 2016, then went on to develop his skills and progress to a Senior and then a Deputy Manager before becoming the Registered Manager.

Russell has completed his level 3 in caring for Children and Young People and also completed his level 5 in Leadership for Health and Social Care, Children and Young People's Services

## **Phil Speed is the Responsible Individual for Halebank**

Phil has over 20 years' experience of working with children with Autism, communication and learning disabilities, in the care sector. Starting as a support worker, Phil went on to develop his skills and progress to a Senior and then a Deputy Manager before becoming the Registered Manger of one of our homes within Bright Futures.

In January 2022 Phil became the Area Manager for Children's Service at Bright Futures, where he supports this home and the other five that we currently have.

Phil has completed his level 3 in caring for Children and Young People and also completed his level 5 in Leadership for Health and Social Care, Children and Young People's Services.

### **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 Halebank, 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 at Halebank, 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 at Halebank 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 at Halebank, 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



Registered Home: Halebank

Registration Number: SC2652976

Date of Registration: 28<sup>th</sup> October 2021

Responsible Individual: Phil Speed

Registered Manager: Russell Burton

Address: 59, Halebank Road,  
Widnes,  
Cheshire,  
WA8 8NJ

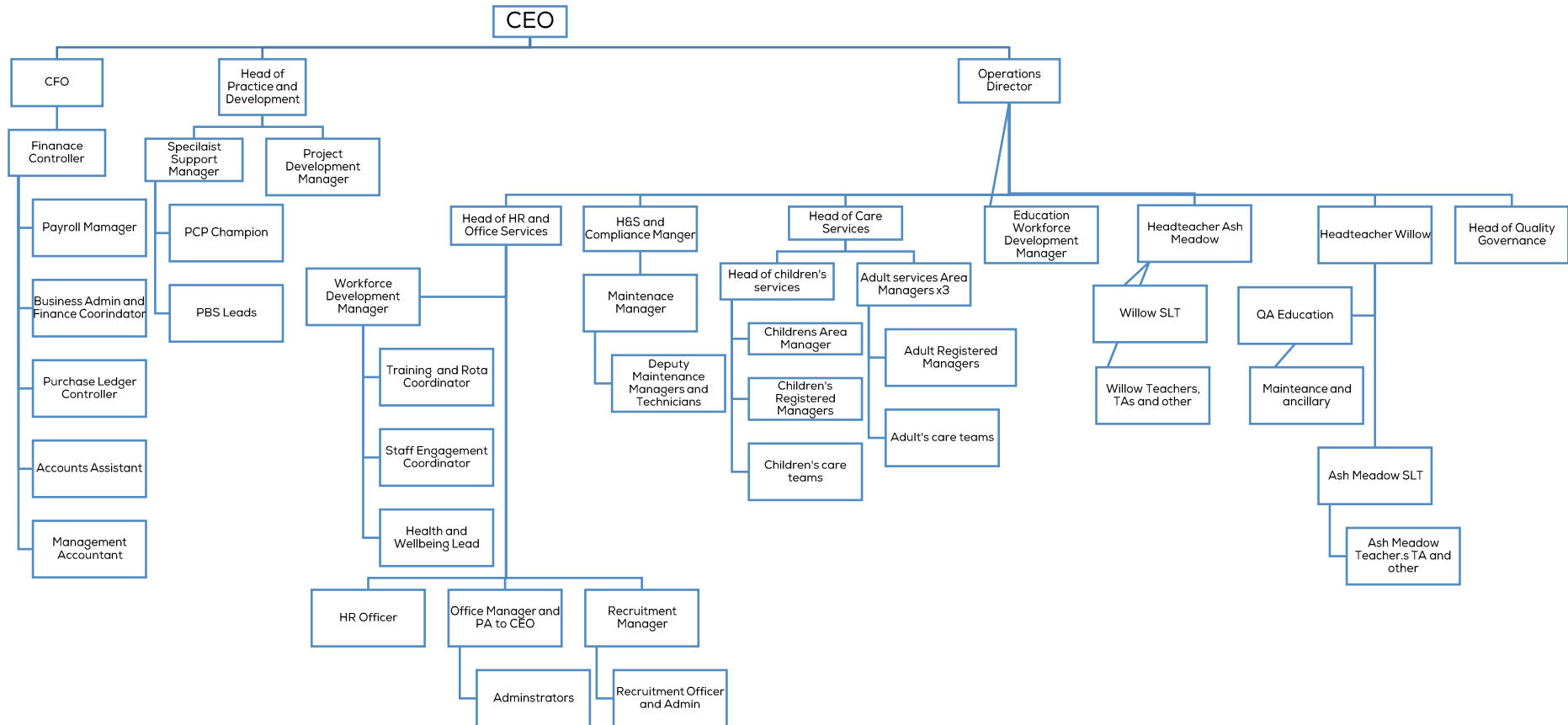
Telephone: 0151 832 4014

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

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



# 14. Organisational Structure



# 15. Therapist Staffing List

Shine Therapy Services			
Name	Role	Qualifications and Relevant Experience	Start date
Lisa Hamer	Specialist Occupational Therapist / Advanced Practitioner in Sensory Integration	BSc (Hons) Occupational Therapy - Advanced Practitioner in Sensory Integration A private practitioner, Occupational Therapist and Company Director of Shine Therapies – a multi-disciplinary therapy company. Extensive experience in a wide range of educational settings.	2009
Karen Brereton	Specialist Speech and Language Therapist and Clinical Lead for Shine Therapy.	Specialist Speech and Language Therapist	November 2023
Victoria Shepard	Occupational Therapist	BSc (Hons) Occupational Therapy	September 2024
Nicol Olshansky	Speech and Language Therapist	BSc (Hons) Speech and Language Therapy	September 2024
Samantha Fair	Occupational Therapist	BSc (Hons) Occupational Therapy BA (Hons) Advanced Study of Early Years and Special Needs	April 2022
<p><i>*Shine Therapy Services are commissioned to support Bright Futures; staff from Shine Therapy Services are supervised by the management team within their company and receive appropriate clinical supervision care of their employment with Shine Therapies.</i></p>			

PBS Team			
Name	Role	Qualifications and Relevant Experience	Start date
Steven Lee	Specialist Support Team Manager	Relevant Education - MSc Applied Behaviour Analysis  Relevant Experience – Management of Behaviour Support Teams outside of Bright Futures	September 2023
Jenny Dunbobbin		BILD: Positive Behaviour Support Coach	2021

	Positive Behaviour Support Lead	SEN Education experience with Bright Futures schools Team Teach Tutor	
Joey Harrison	Positive Behaviour Support Lead	BILD: Positive Behaviour Support Coach  SEN Education experience with Bright Futures schools Team Teach Tutor	2022
Jenny Hepper	Positive behaviour support lead	Behaviour lead at willow and Pastoral lead completing Weekly behaviour reports and collecting data.  NVQ level 3 Early years care and education Red stone level 2 PTR PDA for educators Team teach trainer	November 2023
Jenna Gani Taib	Person-centred Planning Champion	PGDip Education and Psychological Sciences (2019) – Pass  University of Manchester  BSc Psychology (2017) – 2:1 University of Liverpool	2022

*\*The Positive Behaviour Support Team, work within Bright Futures and they are supervised by their Line manager within their team.*

Appendix A

# Halebank Staffing List – 1<sup>st</sup> May 2024



Name	Role	Qualifications	Care Experience	Start Date
Russell Burton	Registered Manager	<p>Level 3 NVQ in Health &amp; Social Care (Children &amp; Young People) NVQ Level 3.</p> <p>Level 5 Diploma in Leadership for Health &amp; Social Care and Children &amp; Young People's Residential Management</p>	<p>No previous care experience prior to Bright Futures. Was involved in voluntary sports work with young people.</p> <p>Since starting at Bright Futures Care, Russell has progressed from RSW through to Registered manager role.</p>	03.05.2016
John T	Deputy Manager	<p>Level 3 Diploma for Children and Young People's Workforce: Social Care Pathway</p> <p>Enrolled on Level 5 Diploma in Leadership for Health &amp; Social Care and Children &amp; Young People's Residential Management</p>	<p>No previous care experience. Has progressed from joining as a Residential Support Worker, to Senior Residential Support Worker, and now a Deputy Manager.</p>	11.06.2018
Sophie L	Deputy Manager	<p>Level 4 Diploma - Children, Young People and Families Practitioner</p>	<p>Has worked for Bright Futures at another setting before transferring to Halebank.</p> <p>Since joining Bright Futures she has progressed from RSW to Deputy Manager.</p>	13.07.2020
Matthew A	SRSW	<p>Postgraduate Certificate in Education – Primary 5-11</p> <p>Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner</p>	<p>Previous experience working within the education sector. Has progressed within the organisation to a Senior RSW position. Started at a different setting before moving to Halebank in January 2022.</p>	12.07.2021

Name	Role	Qualifications	Care Experience	Start Date
Karen S	SRSW	NVQ 3 – Health and Social Care  Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Has transferred from a Bright Futures Adult setting. Has experience working with adults with ASD.	14.01.2019
Laura P	SRSW	Level 4 Diploma - Children, Young People and Families Practitioner	No previous care experience prior to joining Bright Futures. Successfully gained promotion to SRSW IN January 2023.	09.05.2022
Jacqueline O	SRSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working with adults with additional needs. Gained promotion to Senior RSW in December 2023	15.05.2023
Megan F	SRSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	No previous experience, has a family member who has ASD and Learning difficulties. Gained promotion to Senior RSW in December 2023	05.06.2023
Olivia M	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previously studying to be a nurse and has worked in hospitals during placements. Has also worked in care homes working with elderly patients and has experience of working with patients with mental health issues.	10.01.2022
Lynsey O	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience as a support worker since May 2019, supporting people in their own homes and providing care and assistance for daily duties.	21.03.2022
Jessica M	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working in an SEN school during college course.	23.05.2022
Leanne W	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working with adults with additional needs.	06.06.2022
Yasmin E	WN	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working in education settings, specialising in SEN classes.	21.11.2022
Catherine H	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	No previous experience of working in residential care, though has worked in a Nursery setting.	23.01.2023

Name	Role	Qualifications	Care Experience	Start Date
Katrina A	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working with adults with additional needs.	06.03.2023
Charlotte H	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	No previous experience of working in residential care, though has experience through family friend who has ASD and whilst working within the NHS.	17.04.2023
Jean N	WN	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working with adults with additional needs. Transferred to waking nights from being a residential support worker.	17.04.2023
Stewart L	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working with adults with additional needs.	17.04.2023
Melissa B	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working with Adults and Children with additional needs and complex medical needs.	05.06.2023
Megan B	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Transferred from another Bright Futures Children setting August 2023	17.04.2023
Cheryl M	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience working with adults with additional needs.	04.09.2023
Adele N	RSW	Enrolled on Level 4 Diploma - Children, Young People and Families Practitioner	No previous experience in care. Has experience through family member with additional needs	02.10.2023
Geraldine B	WN	Enrolment pending for Level 4 Diploma - Children, Young People and Families Practitioner	Has experience as a Teaching assistant, care worker and Waking night. Has worked with children/adults with both SEN and Medical needs.	16.10.2023
Matthew J	RSW	Enrolment pending for Level 4 Diploma - Children, Young People and Families Practitioner	No previous care experience	15.07.2024
Ellie O	RSW	Enrolment pending for Level 4 Diploma - Children, Young People and Families Practitioner	Previous experience as a healthcare assistant with NHS.	05.08.2024

Name	Role	Qualifications	Care Experience	Start Date
Catherine M	SRSW	NVQ 3 – Health and Social Care	Previous experience working with children and adults with additional needs. Transferred from a Bright Futures Adult setting in November 2024	02.10.2024
Lyndsey C	RSW	NVQ 3 – Health and Social Care	Previous experience working with adults with additional needs.	07.10.2024
Chloe O	RSW	Enrolment pending for Level 4 Diploma – Children, Young People and Families Practitioner	Transferred from another Bright Futures Children site November 2024	05.02.2024

## Staff Signing Sheet

Please sign to confirm that you have read and understood this Statement of Purpose.

Name (please print)	Signature	Date


# Staff Signing Sheet

Please sign to confirm that you have read and understood this Statement of Purpose.

Name (please print)	Signature	Date



