



Farney Close School Statement of Principles & Practice (updated November 2018)

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Introduction.

Farney Close is an independent, 5-day residential special school for young people aged 9 -18. Over the last year permission has been gained for Farney Close to take years 5 and 6.

Who runs the school?

Farney Close is a company limited by guarantee and registered as a charity with the Charity Commission, registered number; 307024. A Board of Governors governs the school and a Board of Directors is in place and oversees the running of the Company. A Board of Trustees ensures that the expectations of the Charity Commission are adhered to. The school's charitable status means that it is a non-profit making organisation and so all excess funds are used to develop the school's provision.

As of the 1st September 2018, the senior management team comprises of the Acting Head (Sara Hack), the Deputy Head (Emma Shiel) and the Interim Head of Care (Lester Speed). The Acting Head has taken on this role having been Head of Care at Farney Close since 1999. This team are supported by the Barry Robinson, a previous Head at Farney Close and Kathryn Bell, a previous Head within the Independent Non-Special Needs sector.

Who does the school cater for?

All young peoples who attend the school have an Education, Health and Care Plan (EHCP) due to social emotional and mental health difficulties; which is the document which replaces Statements of SEN and Learning Difficulties Assessments for children and young people with special educational needs (Children and Families Act 2014). The school also accepts young people with social and communication difficulties (ASD), such as Asperger Syndrome or Tourettes Syndrome. Some of these young people and others may have Moderate Learning Difficulties, Dyslexia, or Speech and Language Difficulties.

However, we recognise that there are many “labels” given to children and young people, and so we are open to discussing how our school may be able to meet their needs. Further information can be found in the school’s Admission Policy or by contacting the school directly via phone or email.

What makes it possible for Farney Close to work effectively with children who have such a wide range of needs?

Farney Close offers a high degree of consistency, safety and stability to the young people it works with. It has clear boundaries and expectations of behaviour that are reasonable and fair, but which are challenging. All packages put in place to support the Young People, be they educational or social, are personalised, depending on the identified needs of the individual.

The school runs a clearly defined set of routines supported and managed by a substantial number of experienced staff, who are both caring and knowledgeable within the education and care sectors, to implement these.

Because of the wide range of young people needs, we see training as a crucial tool, looking to increase staff skills, knowledge and understanding to support young people’s development.

At all times, we look to develop Young Peoples educational and independence skills, and to make them aware of their personal and social responsibilities. Learning, whether it is social or educational, takes place in small groups and is laid out in step by step, in bite size chunks, in order to be effective and clear.

Who refers children & young people to the school?

Local Authority Education and/or Social Care departments normally refer young people to the school. However, we will accept referrals from other agencies, providing the young person has an EHCP and they can fund the place. The school currently works with over 30 different Children's Services / Authorities, who range throughout the South of England.

Who recognises the School?

Under Department for Children, Schools and Families (DCSF) guidance, the school is approved to accommodate 72 resident young peoples (male/female) and 6 day pupils.

The school is recognised by the DCSF; reference number 938/6217 and is open for inspection by OFSTED in relation to its Education and Social Care provision.

Are there any special cultural or religious aspects of the school?

The school opened in 1946, with the schools' founders, Mr & Mrs Wallbridge, working on a Christian based philosophy, which accepted young people from any denomination, valuing them as individuals. This approach remains the same to this day.

Does the school have any special features?

We believe that the level of physical provision and environment of the school is of a high standard and that it reflects our determination to provide the very best resources and staff support for our young people. At the same time, we feel that an added advantage of maintaining a high-quality environment is that it supports our work by providing a positive and stable model environment from which they can learn.

The unusually high level of therapeutic provision, as compared to other similar schools, reflects our commitment to meeting individual's needs at all levels. This not only takes the format of support offered by the staff members who work directly with the young people but also Music, Art, Speech and Language Therapy, independent counsellors and a dyslexic specialist. Whilst we would not claim to be a therapeutic environment we would say that the whole experience that a young person receives at Farney Close is therapeutic.

How does the school identify and evaluate its progress?

Ofsted Inspections:

The school is inspected by Ofsted Welfare/Social Care every year and by Ofsted Education every 3 years. On occasion they may hold a joint inspection, as they did in November 2015, when they judged us to be “Outstanding” in both of these areas. We have managed to maintain a high standard in every Ofsted inspection since 2006.

We have 6 visits a year from our National Minimum Standards for Residential Special Schools (Standard 20) Independent Visitor. Diane Thackrah joined us as our Independent Visitor in September 2018. She comes to us with a wealth of experience in visiting schools such as ours and supporting us in finding ways to continue to improve our provision.

Young peoples’ attainment and progress:

Alongside these indicators, we keep very detailed data on young people’s individual academic performance, starting from the beginning of their stay with us in the form of a baseline assessment in relation to their levels of attainment in each subject. From then on, using yearly teacher assessments and external examinations, we are able to show that on average all of our young people achieve a similar level of progress in their attainment to that of young people attending a mainstream school. At the same time, our Looked After children and young people, as well as our ethnic minorities children and young people achieve just as well as their peers, which is not the norm in mainstream education. By the end of year 11, many young people take up to 12 examinations through a range of externally accredited exam courses including GCSE. This represents a considerable achievement, particularly when one considers that many of our young peoples have had their potential routinely disregarded in their previous schools.

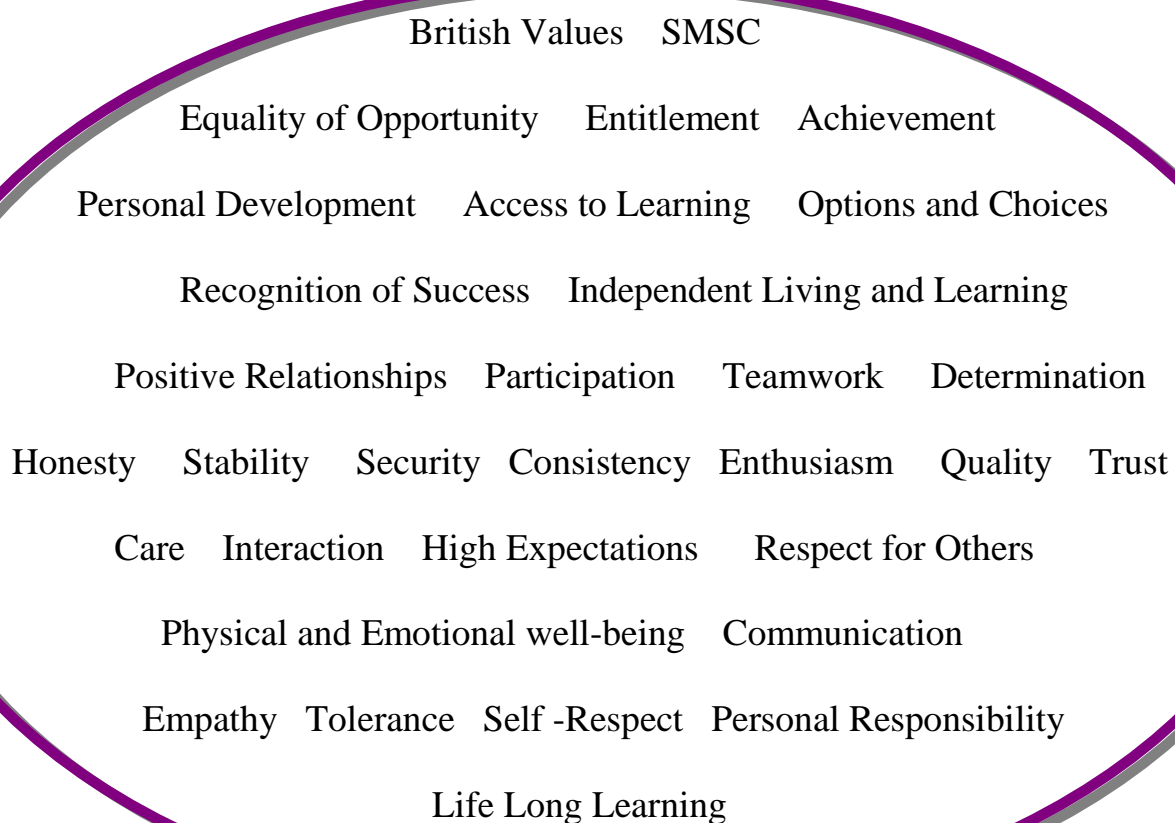
Questioning and finding out from others:

The school collects a wide amount of information from the young people and their parents to find out how they feel about the school. This includes finding out from young peoples about bullying, about the quality of their education and care, and about how they view their progression both educationally and socially. We also ask parents and carers their views on the school and, using all this information together, we can identify what we do to improve and to set a plan for this.

What are the schools' values, ethos and philosophy?

We strongly believe that for young people to work towards meeting their full potential, it is vital that they have a well-ordered and stable environment. We feel that this is best achieved through a consistent approach when working with the young people, accomplished through routines, repetition and reinforcement, and opportunities to review and learn from situations. For this to happen, it means that young people at the school are given choices through which they learn to develop responsibility and independence skills.

Daily working practice is underpinned by several core values and beliefs which are outlined below, helping to guide both staff and young people:



British Values SMSC

Equality of Opportunity Entitlement Achievement

Personal Development Access to Learning Options and Choices

Recognition of Success Independent Living and Learning

Positive Relationships Participation Teamwork Determination

Honesty Stability Security Consistency Enthusiasm Quality Trust

Care Interaction High Expectations Respect for Others

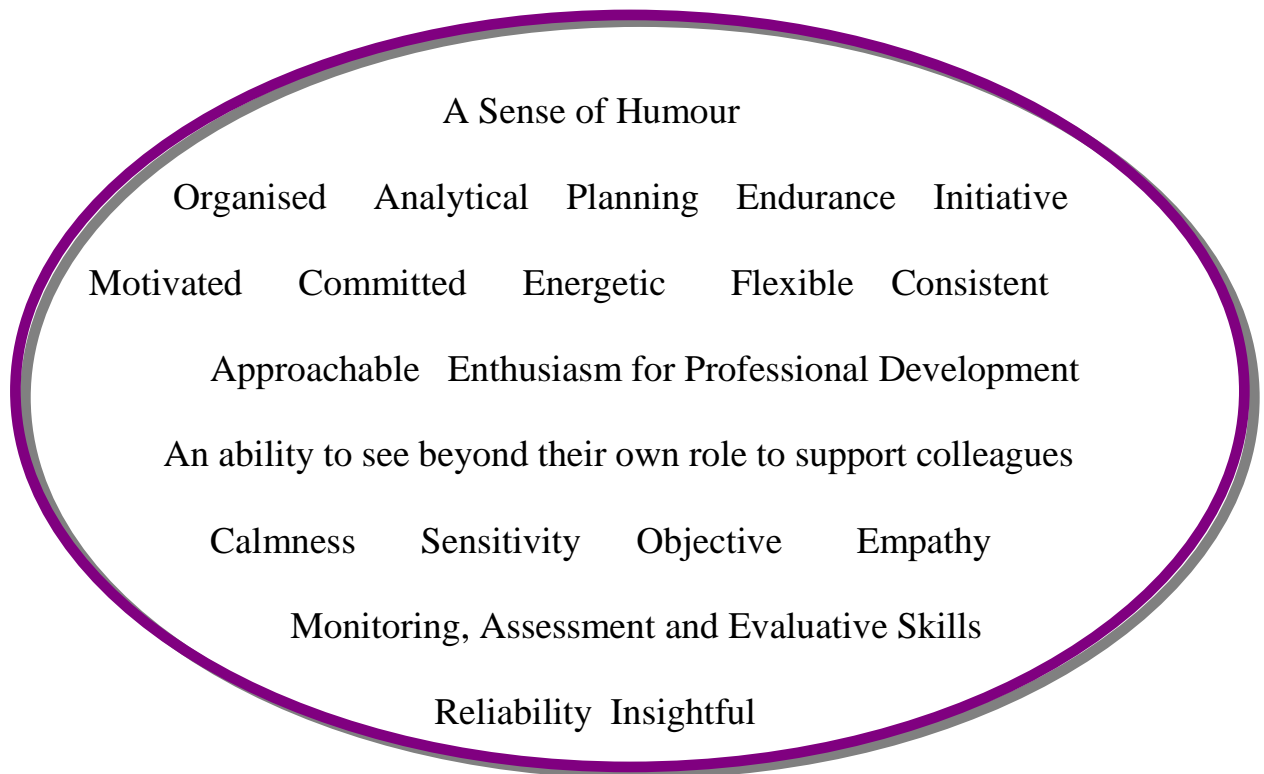
Physical and Emotional well-being Communication

Empathy Tolerance Self -Respect Personal Responsibility

Life Long Learning

What additional skills and values do our staff have?

Beyond the above, we also believe that for the staff there are several additional values and skills that are fundamental to their work. These are:



What is our belief?

“That a sound academic and social education will provide confidence in adult life.”

What is our vision?

“That all young peoples should have the opportunity to receive an education that supports each of them to become the best version of themselves. If this is achieved, then we feel that our young people will have the tools that will enable them to be successful in social and educational environments without feeling isolated, academically or personally marginalised, or to experience a loss of self-esteem.”

What Statements underpin our vision?

Farney Close provides a framework for choice and change in young people's lives. Our environment enables intellectual, emotional, physical, social and spiritual development to occur. We feel that together all these elements help to promote a positive sense of personal well-being and provide the skills, knowledge and understanding to be more effectively socially integrated.

We have created an environment offering stability and stimulation where young people feel safe and secure. We provide warm and comfortable physical accommodation and believe that a high level of physical care is essential to our entire working practice.

How does the school's educational provision support the young people?

Farney Close adheres to the National Curriculum, delivering a broad and balanced range of subjects in a manner that is relevant to each young person's needs. Every young person can work at a level suited to his or her ability and stage of academic and personal development.

Classroom success is based on challenging and achievable goals and is complimented by a social curriculum that offers a wide variety of physical and emotional experiences. Young people are encouraged to develop appropriate personal interests, using resources available within the wider local community as well as those on-site.

Does the school cater for young people in years 12 and 13?

The school has a 6th Form, the aim of which is to further develop the independent skills of the students, helping to better prepare for life after the normal school leaving age and moving on into a work or collage placement. As such, year 12 and 13 students access an individual program that includes a college course or similar, a local work experience placement and a comprehensive programme aimed at increasing independence skills to a point where they could live completely independently. Behind this lays a well-defined independence package that includes living on a house unit that is operationally separate from the main school with a small number of other post 16 students. Here students have their own room and are taught how to look after themselves in terms of doing their own laundry and working together with other students to keep the house clean and tidy. Students also learn how to budget and shop in a way that promotes a healthy diet and, with the support of

an adult (RSCW), prepare and cook meals for themselves and the other students on the house.

Other elements of the programme aim to develop additional and vital independence skills. These include: independent travelling, seeking employment, identifying future education opportunities, personal recreation and leisure activities and opportunities, money management – including paying bills, personal banking, basic household DIY, and identifying possible support agencies and networks for the future. Throughout their time on the house, students have a Link Worker and together they work on individualising the student package, whilst at the same time ensuring that there is clear, effective communication between home, college and work experience placements. As time moves on, the Link Worker would help to guide and advise the young person and their family in preparing for a successful transition into the next phase of their life after school.

How does the school's Care provision support the young people?

We ensure that the school's educational and care teams work together by sharing information and that they communicate effectively to provide a continuum of care. Examples of this can be found in the Educational Passports and plans within the Package of Care. In addition to these, young people who are Looked After by the Local Authority have a Personal Education Plan.

To maintain core communication and information, a Linkworker is allocated to each young person. The young person's Linkworker will usually be one of the Residential Social Care Workers that work on the young person's House group. These workers ensure a high level of consistent communication with parents / carers and other relevant agencies, keeping them fully informed of the child's progress.

They are also responsible for documenting information with and about the young people Residential Social Care Workers provide a complete package of care which can include;

- Emotional support
- Identifying the individual's needs
- Advocacy
- Support, guidance and advice.
- A "sounding board"
- Primary Health Care
- Role modelling

- Development of social and independence skills
- Consistent routine and structures on the house.
- Organised activities.
- Preparation for change

How does the school cater for its young people's Special Educational Needs?

We recognise young people's individual differences, and so our academic curriculum includes extensive specialised learning support under the guidance of our various therapists and consultants. This provides the means for realistic academic and social development. Older young people have the opportunity to encounter a comprehensive range of vocational inputs, balancing learning with the world of work.

Does the school have any formal Therapeutic input?

We have three child and adolescent counsellors, one of whom is a qualified educational psychologist, who visit the school one day a week. They offer counselling time to young people as well as advice to the adults who work with them.

There are weekly sessions for relevant young people with our Speech and Language Therapist and Dyslexia specialist. The work undertaken by the SALT team also enables Literacy strategies to be embedded into the daily curriculum. The educational passports created by the SALT department, with the young person, from Outcomes identified in their EHCP identifies personal goals to help them achieve both academically and socially. This information is disseminated as efficiently as possible to ensure that young people's individual needs and views are kept at the heart of class and subject teaching.

We are also looking to appoint an Occupational Therapist who will look to use various activities, including play, in order to teach new skills. The Occupational therapist will grade activities, and make them a little more challenging, as the young person learns the skill. They will also give the young person sensory input and cuing to help them perform better. We also feel that the Occupational therapists also teach various compensatory strategies to help the young person be independent. I hope is to have this person on the staff team by January 2019.

In addition, the school also has the services of an Art Therapist one and a half days a week and a Therapist who specialises in relationships and bereavement

two days a week, all therapeutic input arranged by Farney Close takes place on the school site.

This level of therapeutic input is on a voluntary basis with referrals coming from the adults or from the young people themselves. More direct mental health advice is obtained via our local CAMHs team or the Young Persons local CAMH service.

Farney Close has also recently acquired the services of an Independent Advocate who will act on behalf of any of our pupils that request it. We are also able to make referrals on their behalf. He is a “Children and Young People’s Emotional Well Being and Mental Health Advocate” from MIND based in Brighton and Hove.

How does the school cater for young people who may have Child Protection needs or concerns?

The schools Designated Safeguarding Lead is Sara Hack (Acting Head). There are a further three members of staff who are trained to the same level; Barry Robinson (former Head), Emma Shiel (The Deputy Head) and Becky Hack (LAC Coordinator).

Where there are concerns, immediate contact will be made with the relevant Safeguarding / MASH officers in the relevant Local Authority. The DSLs undertakes regular “Lead Safeguarding” training, whilst the whole staff team receive training in Child Protection/Safeguarding during their induction and at least once every two years. For further advice on Child Protection see the school’s Safeguarding and Child Protection Policy. The Acting Head, The Human Resource Officer and the Company Secretary are also trained in Safe Recruitment.

How does the school support Looked After Children & Children in Need?

The school has a worker with a Degree in Social Work who is also a registered Social Worker. Her role is to support and manage all of the schools Looked After Children and Children in Need (LAC Coordinator). She acts as advocate and facilitates the smooth and effective liaison with the full range of people involved in their lives, this includes LAC and PEP meeting. She deals with any

Child Protection matters in conjunction with the schools designated safeguarding lead.

How does the school create a positive approach with its young people?

We provide consistent adult reinforcement of positive attitudes and behaviour by way of praise and reward. Where behaviour is unacceptable, young people are addressed and where appropriate, immediate and relevant sanctions are applied.

How does the school respond to young people's physical outbursts?

Although physical control may be necessary at times, staff will always seek to defuse confrontational situations by other means. The school's preferred method of positive handling is Team Teach. All members of staff are trained in the Team Teach approach and there are a number of Advanced Instructors on the staff. When physical control is unavoidable, it will always be used according to statutory guidance, school policy and Team Teach guidance. All incidents of physical intervention are thoroughly monitored and evaluated, and any relevant information will be used to inform Behaviour Management Plans, Risk Assessments and staff training at a group or individual level.

How does the school build its young people's self-esteem?

Each day provides opportunities for young people's self-esteem to be enhanced through nurture and challenge, whether they are engaged in academic or social activity. We believe that no young person can perform effectively or enjoy positive relationships, without first feeling positive about themselves. We actively work with young people to increase their level of resilience to ensure that they can take care of themselves not only whilst at Farney Close but even more importantly when they leave us.

In trying to assist every young person to be the best version of themselves, we believe strongly in working in partnership with all of those who work with and support our young people. We believe this to be essential at all transitional stages, whether it is part of arriving, reintegration or preparing to leave.

How does the school monitor and evaluate its work to ensure that it is moving forward?

a. Within the management and staffing of the school.

We believe that the driving force of any successful school is an improvement strategy based on self-evaluation, and that all outcomes should be verifiable. This includes:

- Gathering responses from other agencies that work in partnership with the school.
- Links with the community.
- Collating data and information (internal and external),
- Reviewing the efficiency of the school's internal structures e.g. personnel and finance,
- Gathering feedback from the young people, their parents and carers,
- Observing and discussing practice / formal supervision,
- Reviewing and up-dating documentation according to external guidance and internal necessity,
- In-service training and externally validated courses,
- Performance Management and Target Setting,
- Regular staff meetings; whole school and identified groups,
- Information brought to the schools notice through inspection and subsequent action plans,
- The school's Development Plan,
- Information brought to the school's attention through its consultants, therapists and Governors' Independent Visitors,

b. With the young people

The young people at the school are encouraged and supported to voice their feelings and opinions about their life and issues at school in a variety of ways. Opportunities for this occur through:

- Their initial interview for admission to the school,
- During one to one time with their linkworker,
- Whilst working with adults to compile their Package of Care, and Personal Education Plans or LAC Plans where appropriate,
- Regular house meetings,
- Their Annual Review of Statement of Special Needs / Education, Health and Care Plan.
- With one of the school's counsellors or therapists.

- Through the schools Worries and Complaints procedure.
- By speaking to the school's Independent Visitors.
- Through the open door policy of senior managers at the school.
- Speaking directly to a Senior Manager.
- Through members of the School Forum in their meetings.
- Through the "Tell us about Bullying" questionnaire that each young person completes during the national anti-bullying week, each year.
- Through the young peoples' questionnaire that is completed and evaluated each November with an action plan being put in because of what the young people tell us.

c. With parents / carers

- At the initial interview for admission to the school.
- At the review of the Statement of Special Educational Need / Education, Health and Care Plan.
- Weekly telephone contact with the Linkworker,
- Through feedback regarding termly reports and care plan targets,
- The Christmas Carol Service / Show.
- Parents' consultation day with Teachers and Residential Staff,
- The schools Worries and Complaints procedure,
- The open-door policy of the Head and Senior managers at the school,
- Individual meetings arranged to discuss any young person of concern,
- The Governors Appeals procedure for young people who have been temporarily or permanently excluded.
- The schools Complaints Policy
- Through the parent's/care's yearly questionnaire that is completed each May.
- When responding to the reports that are send out at the end of each term as well as the Care Outcome Summary Sheets that are sent out at the start of each term.

This information and dialogue will clarify the purpose of the school and the outcomes to be achieved. It will help to define medium and long-term planning, to set targets and priorities, and to define areas of responsibility and accountability for staff. Above all else, it will meet the needs of the young people and ensure a quality assurance for the service being provided, and it will ensure that the aims of the school and its culture and ethos are maintained.

What does the school do to ensure that its young people are safeguarded?

The school has detailed, comprehensive Safeguarding Policy and guidance document which is available on request.

Schools follow the Pan Sussex Child Protection & Safeguarding Procedures, produced by West Sussex, East Sussex, and Brighton & Hove.

We strive to:

- Support the child's development in ways that will foster security, confidence and independence.
- Provide an environment in which children and young people feel safe, secure, valued and respected feel confident, and know how to approach adults if they may be worried about being listened to. This is supported through:
 - 1) The use of Link workers,
 - 2) Therapists and Counsellors who work in the school,
 - 3) Governors' who visit the school throughout the day on a regular basis,
 - 4) The Worries and Complaints procedure,
 - 5) The School Forum,
 - 6) Accessibility of all staff including, senior managers,
 - 7) Child Line information and guidance that is readily available throughout the school.
 - 8) An Independent Advocate - (Alan Dazely) Children and Young People's Emotional Well Being and Mental Health Advocate, MIND (Brighton and Hove).
 - 9) The schools Standard 20 Independent Visitor (Diane Thackrah).
- Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- Emphasise the need for good levels of communication between all members of staff and between the school and other agencies.

- Have and regularly review a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with parents, carers and other agencies, especially the Police and Children’s Services.
- Ensure that all adults within our school have been recruited and checked as to their suitability in accordance with Part Three of Keeping Children Safe in Education (September DfE 2018) and at an enhanced DBS level. Further detailed information on this can be found in the school’s Safe Recruitment Policy.
- All members of staff receive and sign to say that they have read and understood: Part One of Keeping Children Safe in Education September 2018 and the school’s own guidance on “Staff Protection – Child Protection”.

What does the school do to make this happen?

In order to meet this responsibility, the school will, through its actions, policy and practice:

- Ensure that all concerns and allegations of abuse will be taken seriously by Governors and staff, who will respond within the best guidance and advice in place at the time as directed by Children’s Services and the DFE.
- Ensures that all children, without exception, are protected from abuse regardless of gender, ethnicity, disability, sexuality or belief.
- Ensures that all children, without exception, are protected from sexual exploitation or/and radicalisation.
- The school has a robust E-Safety policy which aims to ensure that all children, without exception, are protected from exploitation, sexual exploitation, radicalisation, cyber-bullying and on-line grooming.
- Provide an environment in which young people feel safe, secure, valued and respected, and feel confident, and know how to, approach adults if they are in difficulties believing they will be effectively listened to.
- Have a Senior Management team who are committed to the importance of safeguarding and promoting young peoples’ welfare.
- Have a whole staff team who are made aware of how young people will be protected and safeguarded within the school and are fully aware of

how to report any concerns over their protection, safeguarding and welfare.

- Have a clear statement of responsibility in relation to safeguarding as laid out in the school's Child Protection policies, Health & Safety policy, Recruitment policy, Induction policy and Training Schedules.
- Have clear lines of accountability within the school, which are again exemplified through its Safeguarding Children & Child Protection policies.
- To have good levels of communication between all members of staff.
- To promote effective working relationships with other agencies, especially the Police and Social Care.
- Provide opportunities for young people to express their views and feelings, which is supported through:
 - The use of Link workers,
 - Therapists and Counsellors who work in the school,
 - Schools Governors
 - The Worries and Complaints procedure,
 - The School Forum,
 - Accessibility of all staff including, senior managers,
 - Child Line information and guidance that is readily available throughout the school.
 - Standard 20 Independent Visitor who visits at least 6 times a year.
 - Advocate (Alan Dazely) Children and Young People's Emotional Well Being and Mental Health Advocate, MIND (Brighton and Hove).
- Provide training to staff in relation to the safeguarding and protection of young people at the intervals laid out in the Statement of Principles and Practice, the school's Safeguarding Children & Child Protection policies, and national regulations and guidance.
- Have recruitment procedures that support the safeguarding of young people, as laid out in the school's Recruitment policy and DBS clearance procedure and national guidance.
- Work effectively with other Agencies and Parents/Carers who are directly concerned with the safeguarding and welfare of the young person, as set out in the school's Statement of Purpose, Safeguarding Children & Child Protection policies, the Notification of Serious Events policy, the Medical policy, the Working in Partnership policy, and the Data Protection/Freedom of Information policy.
- Ensures that all young people and parents / carers are informed of the policy and procedures as appropriate;
- The policy is approved and endorsed by the board of Governors.

What does Farney Close aim to achieve for each of its young people in relation to:

Despite it no longer being a legal expectation, Farney Close continues to follow the “Every Child Matters” agenda, making some adaptations in recognition of the presenting needs of the young people with whom we work. We promote the five outcomes in the following ways.

Being Healthy:

We encourage the young people we work with to be physically, mentally and emotionally healthy through adopting a healthy lifestyle and choosing not to do anything that has the potential to harm them, physically, mentally or emotionally. This approach addresses issues as substance misuse, sexual health, healthy, positive relationships, etc. We also see our role as supporting parents / carers to promote healthy choices for themselves and their families.

Staying Safe:

The young people we work with are kept safe from maltreatment, neglect, violence, sexual exploitation and radicalisation. They are also safe from accidental injury and death, bullying and discrimination, crime and anti-social behaviour, whilst present at Farney Close. We aim to keep them safe whilst they are with us and, equally importantly, to provide them with the skills to ensure that they are able to keep themselves safe when they leave school, or are not in our care, such as holidays and weekends. Our ethos, as previously stated is one of providing consistency and stability to create an environment where young people feel safe and secure, but we also see our role as supporting parents / carers in recognising the importance of providing a safe and secure environment within the home.

Enjoy and Achieve:

The young people we work with are supported and encouraged to attend and enjoy their educational experience and to achieve their educational potential. We also work with them to develop personally and socially, and to enjoy a diverse range of recreational activities during social time at the school. We believe that we have a role to encourage/support parents / carers.

Make a positive contribution:

The young people we work with whom we work are supported and encouraged to make good choices in decisions that affect them, the community and the environment. They are encouraged to engage in law-abiding, positive behaviour both in and out of school, to develop appropriate relationships and not to bully and discriminate. In short, they are supported in developing the

self-confidence to deal successfully with significant life changes and challenges. We also encourage them to develop enterprising behaviour that will bring them and others they are responsible for rewards and benefits. We believe that we have a significant role in supporting parents / carers and families in promoting positive behaviour.

Achieve economic wellbeing:

The young people we work with are supported and encouraged to engage in further education, employment or training when they leave us. Part of this is to help them prepare for the impact of leaving a residential school to return to their home environment and to be ready and able to sustain employment. We encourage them to aim to live in sustainable communities, in households free from low income. At all opportunities, we aim to support parents/carers to encourage their child to be economically active.

How does Farney Close achieve these expectations?

Being Healthy:

Through the 24-hour curriculum, we offer activities that encourage young people to take regular exercise and to educate them in how to make healthy life style choices. For example, by saying no to drugs, understanding sexual health risks and the dangers of smoking or substance misuse. We encourage them to eat and drink healthily and help them to be able to recognise when they are stressed and how best to manage it. Having achieved Healthy School status, our aim is to continue to grow and expand in this area so that we exceed the expectations surrounding this award. The school works with other professionals to ensure that it maintains a healthy diet for the Young People. It also monitors their heights and weights and supports them to take action where there may be any health issues identified. In addition to the behavioural and emotional support and guidance offered to the Young People by the staff, the school has three counsellors and an art therapist in place.

Staying Safe:

We encourage the young people in our care to recognise when others are in distress and to show concern for them. We work closely with them to ensure that they do not bully or discriminate against others and to ensure that if they experience or witness bullying, abuse or discrimination, they feel confident about how to report this. We also encourage them to keep themselves safe and how to recognise and respond to high-risk situations.

Enjoy and Achieve:

We actively encourage the young people to attend all lessons and to have a positive attitude towards their education. To support some young people's additional cognitive/academic learning difficulties, we have a Speech and Language Therapist and a Dyslexia specialist. We also want young people to take up and enjoy the social activities that the school offers and to be receptive to new experiences.

Make a positive contribution:

We work with young people to ensure that they are aware of their legal and civil rights and responsibilities, and support them to develop social responsibility and not to bully or discriminate against others. We always encourage them to express their views in an appropriate way at the right time through ways already referred to earlier in this document. We encourage the Young people to recognise the needs of others and to make a positive contribution towards this through fundraising and voluntary work in the local area.

Achieve economic well being:

Throughout the 24-hour curriculum we aim to enhance the young people's skills in literacy, numeracy and ICT. The work we do to build their self-confidence and self esteem is paramount, as is being part of a team whether it is during learning or social time. The young people in our care can find change very difficult to manage, so we have a programme of introducing change to them over time which aims to increase their ability to manage this. We work carefully with them to identify the options available to them after leaving school and to gain a level of independence that will enable them to manage.

The Statement of Purpose is reviewed by the Governing Body on a yearly basis after being provisionally updated by the Staff team. It is next due for update in November 2019.