



Oasis Restore Statement of Purpose

April 2025

<u>Version</u>	<u>Signed and agreed by</u>	<u>Date</u>	<u>Review by</u>
1.	Responsible Individual, Registered Manager and Directors	15 th January 2024	January 2025 (or when needed)
2.	Director of Learning & Enrichment	28 th April 2025	April 2026 (or when needed)

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Vision

Transforming children's lives through relationships, discovery and community.

Mission

To transform the life chances of children in the criminal justice system, through nurturing a therapeutic and educational community that embeds hope, stability and opportunity beyond Oasis Restore. Oasis Restore will create an environment that gives the children, and the organisation, the best opportunity to reach their full potential and be the best they can be.

Oasis Ethos and Values

Oasis is driven by the passionate belief that each human being is uniquely valuable and of equal importance. We all have something to bring, and we all need each other. We call the 'O' in Oasis our 'Circle of Inclusion'. Everyone matters. Everyone belongs. And because we're committed to inclusion, we're committed to ending inequality, injustice, and exclusion wherever and however.

Oasis Restore is a safe, caring, and aspirational secure children's home and school that nurtures the development of children staying with us while awaiting trial or serving sentences. Our mission is to transform the life chances of these children by offering an environment that fosters connection, where their needs are understood and cared for compassionately, their aspirations cultivated, and their life beyond and outside the school supported from the start with hopefulness and perseverance.

At Restore, aligned with Child First principles, we are guided by the truth that children are different from adults, and not yet ready for the responsibilities and power that adults hold. Each child's voice is listened to, valued, and celebrated, and we create opportunities for them to practice agency and autonomy, to contribute and to shape how we work, within what is ultimately a hierarchical community where adults make the final decisions.

We aim for children to love and value their time here, and to leave ready to contribute to a safer community, enriched by the relationships and opportunities we have created with

them. In this, we acknowledge the impact of traumatic early life experiences, abuse, oppression, and many forms of adversity, on these children and on those around them, and the magnitude and importance of the task of beginning to address this and to influence wider system change. Our capacity to do this rests on our founding framework of care, the Restore Framework, that draws on our three cornerstones, Relationships, Discovery and Community, and our guiding principles and values, operationalising them in terms of our commitments to the children, the staff within Oasis Restore, and the wider systems in which we work.

Child's Voice

We are committed to ensuring that all children coming to live at Oasis Restore feel valued and that they are able to communicate their wishes and feelings, ideas and life goals in every step of their journey with us. All planning and assessments have been designed to include and be shaped by each child's opinion, values, beliefs in every step of their progress.

At Oasis Restore, we understand that many students may feel disenfranchised through past experiences and accordingly we aim to scaffold and support each child's growing confidence, creating opportunities for them to feel understood and empowered. We seek to create an environment in which children can discover their capacity to communicate: to express and represent themselves, feel supported in doing so, and actively influence the running of the school.



We encourage children to develop a sense of ownership over their material and relational environment, and the offer at Restore, through the relationships they form with staff and via their participation in decision-making. By intentionally creating spaces to elevate the child's voice, including community meetings and Formulation meetings, we facilitate and support children to question, debate, discover and reflect on their own and others' experiences.



More details about the opportunities for children's voices to contribute to the shaping of Oasis Restore, including Restore Council and Peer Mentorship, are detailed in the Student Voice Policy and the Literacy Strategy.

The Accommodation and Location

Oasis Restore is 22 bed Secure Children's Home and a 16-19 Academy within a Secure Academy Trust with a view to rise to 46 bed, split across a campus site with three residential homes. These are each divided into four separate flats with their own communal facilities, making a total of twelve flats. There is availability of bedrooms which can be adjusted to ensure that they are suitable for children who require mobility aids.

Update 28th April 2025

We are currently home to a maximum of 10 children housed across 4 flats and have paused receiving new placements until further notice.

We have been experiencing some challenges with doors on site, with a high level of damage caused to door locks and doors themselves from some children. We have now reached a point whereby our door security has meant that keeping children and staff safe is becoming increasingly challenging.

This has been escalated to the YCS and Ofsted and we are in the process of replacing all doors but this will take time and in the interim we have completed risk assessments to support the safety measures within flats, increased risk from children living in the space and steps taken to mitigate the risks.

The home is located on the outskirts of Rochester, in Medway, Kent.

Each young person will have their own bedroom with an ensuite bathroom. Their bedroom includes an interactive screen which they are able to use to maintain appropriate connections with, for example, family, advocates, and Registered Manager.

We have two school buildings with access to two main garden areas and a range of other spaces including sports areas.

The three homes will be used to provide a secure home environment for children who will be matched appropriately following a comprehensive assessment during induction which is not limited to but includes age and stage of development, individual needs, likes, dislikes and any associated risks. All bedrooms will be reserved for youth justice purposes, for children Remanded to Youth Detention Accommodation or sentenced to custody. Bedroom doors are locked from 10pm although children who require the door to be opened to gain support will be cared for appropriately.


Our 16-19 Academy status means that we principally provide vocational education offer that is aligned to each child's developmental stage, not age. Children in the youth custody service range in age but are predominantly between 16-18 years old, the YCS is our placing authority and controls which children are referred for placement with Oasis Restore.

Home-like Flats

We have been intentional regarding our design of the twelve children's flats. They are located in three buildings: River House, Forest House and Mountain House. Flats will have differing numbers of bedrooms, providing varying environments, which allows us to place

children carefully, bearing in mind complex behaviours and neurodevelopmental needs, in the most suitable flat.

Every flat has a kitchen, laundry room, dining room and interconnected living room with access to TV. Most flats have additional 'flexible rooms' which can be used for 1:1s or small meetings with staff. The bedrooms are homely as possible and children are encouraged to personalise these with a choice of posters, bedding and other items. In each bedroom there is a multi-media panel that allows children to connect with family, friends and statutory agencies with ease. The panel is integrated with access to TV, music and is used as a tool for calming/de-escalation, including personalised music, images and colours (see below for more information on structure and care in the home).



Safety through connection

There is a small kitchen where children can prepare breakfast, lunch and dinners. There will also be a toaster, microwave, air fryer and other cooking equipment to support independence and the ability to cook healthy meals on budget. Access to cooking equipment will be in line with individual risk assessments stemming from the child's Formulation. Our overarching principle is to balance safety with age- and developmentally appropriate opportunities to learn valuable life skills.

Each home has its own core staff team and aims to provide a domestic, extended family-style small group living environment. Although living in separate groups, children come together in school, sports, enrichment, therapy groups, meetings, communal and celebration meals and for special programmes.

We will assess and plan intentionally and rigorously, in a way that engages children and responds, in detail, to their individual needs, so that their experience of education, health and care is highly personalised, combined with a commitment never to 'give up'. We will work with each child and young person to build their emotional resilience and self-confidence, to prepare them for independence and enable them to withstand difficulties and setbacks in the future.

We believe that the best way to transform life chances is to create a facilitative, stimulating and therapeutic environment around young people through an integrated framework of care that enables them to face their future in a purposeful, positive way. Our hope is that every individual (child and adult) in the organisation consciously recognises their own habits, strengths and areas for development and actively seeks to develop themselves. Our offer of staff support and development will ensure they have the skills and confidence to support children to manage their feelings, learn and grow together as a community.

We enable our students to become knowledgeable and equipped for the future in a rapidly changing world, and ensure they develop, learn and can take up the opportunities that are offered. At Oasis Restore, we will have a cohesive learning community working together to achieve success through a strong sense of belonging. Pastoral, therapeutic care is at the heart of our model and we place great importance on building strong partnerships with

parents and carers. We will be successful in growing through collaborations and sponsorships with organisations who share the vision and values that we hold.



No one size fits all

Oasis Restore will be a nurturing environment built on a holistic and integrated approach to care, where every child is given the opportunity to learn and develop a positive sense of identity and worth. Our goal is to support all our students, no matter their starting point, in their social and emotional development, and empower them to build the life skills that enable them to thrive, fulfil their potential and successfully transition into community. Our

practice will be deeply rooted in child and adolescent psychology, focusing on restoration rather than retribution through building trusting relationships with and between our students and staff.

The children we care for at Restore may have faced difficult life experiences that have been exacerbated by the lack of a sense of belonging and opportunity, especially in education. The life stories of children in custody are often marked by high levels of trauma, vulnerability, and sense of threat. As a result, many experience emotional and behavioural dysregulation. Whilst we recognise that our children will have to come to terms with the consequences of their offending behaviour, our job is to listen and understand the stories *behind* the behaviours, helping them process the difficult feelings that come with this. In turn, this will help us to formulate integrated care plans (known as the 'Restore Plan') that will guide us in meeting children's individual needs, addressing distressed or self-defeating behaviours and working with them to reduce the risk of future harm, and, we hope, to move beyond this towards their feeling they can contribute something positive to others.

We offer each child an ambitious and competency-based curriculum that meets the breadth of their learning needs and builds aspiration and hope for their future in education, employment and training. Our education offer will include an enrichment and life skills programme with a social and cultural entitlement that supports children to build positive, healthy relationships and see themselves as an integral part of community, now and in the future.

Admission, referral, and placements

The YJS undertakes assessment and provides a placement recommendation to the YCS. Where children are being sentenced or there is foreknowledge of a possible remand.

The YCS Placement and Casework Team is responsible for the placement of all children who are remanded into custody or sentenced to custody by the court. For children due to be sentenced there will be an Asset+ and Pre-Sentence Report to assist the court in determining sentence. The custody module of the Asset+ contains all of the most significant information from the assessment and is sent to YCS Placements, and then shared with us.

For children who are remanded there is often little notice of a court hearing. If a child is already known to the Youth Justice Service (YJS) they may have an Asset+ which can be converted into a custody module which will go to the YCS. If child is unknown this will need to be completed in court.

All placement requests are considered according to individual assessed and identified needs, and the degree of potential harm – both to the child and to others – which may be avoided through placement.

As a Secure Children’s Home, our decision-making process also necessarily considers the needs and personal safety of the current resident population.

On receiving a placement request, a member of the Senior Leadership Team will consider the referral with the RM and a response will be given within 30-60 minutes. The YCS Placement and Casework Team communicates all relevant information to Oasis Restore and transport provider, to ensure that all staff involved in caring for the children are aware of their individual risks and needs. Information will then be shared with Medway Children’s Services as a child has been placed in their local area.

Our induction period ensures that comprehensive assessment and formulation informs our plan to integrate children into the community. If there is evidence to suggest that a child would be fundamentally unable to engage in our model for reasons of risk, or if the YJS and/or YCS were of the view that a child would need to be permanently or semi-permanently separated from other children, this would lead to a discussion of whether Oasis Restore was the best placement option. If, after we have exhausted all options, it was our view that a child could only be supported safely by keeping them separate for all or most of the time, we would work with the Home YJS/Local Authority and YCS to consider whether Oasis Restore remained the most appropriate placement for the child.

Placement risks/refusal

Oasis Restore Principal Director/Registered Manager, and/or nominated representatives (Senior Leadership team) would consider risks to accepting placements based on criteria in the following areas. We would then undertake a placement impact risk assessment in line with our duties as a registered Secure Children’s Home and make a decision as to whether to accept or refuse a placement request from the YCS. We will work closely with the YCS to ensure a shared set of expectations round this process.

Risk

A placement request may be refused if there is information to suggest that placing the child may cause significant harm either to them or an existing member of the community. This may be on the basis of a Threat to Life notice made by police, or any other evidence to suggest there is specific risk or threat that we cannot safely manage. This would usually have been identified by the YCS Placements Team. It is our responsibility, however, to assess risk in relation to children already living at Restore. Our model of practice is premised on the idea that all members of the community engage fully with the opportunities on offer and that separating children is only ever a last resort, and should be used for as short a

period as possible while restorative work takes place. Our induction period ensures that comprehensive assessment and formulation informs our plan to integrate children into the community. If there is evidence to suggest that a child would be fundamentally unable to engage in our model for reasons of risk, or of the YJS and/ or YCS were of the view that a child would need to be permanently or semi-permanently separated from other children this would lead to a discussion of whether Oasis Restore was the best placement option. If, after we have exhausted all options, it was our view that a child could only be supported safely by keeping them separate for all or most of the time, we would work with the Home YJS/ LA and YCS to consider whether Restore remained the most appropriate placement for the child.

Welfare

Our therapeutic, care and education offers are highly supportive and we feel strongly that we will be able to meet the needs of most children referred to us. While we strive to meet the diverse and complex needs of all children there will be times when a decision is made that we are not the most appropriate placement for a child based on their specific need. This may be because of the context at Oasis Restore at the time of the placement request.

The specific make-up of our community at the time - age, sex, mental and emotional health etc. - will lead to a placement impact risk assessment and eventual decision about acceptance. An example of this might be that we have a high level of mental health need within our current population and therefore not enough staffing capacity to provide the right support to a new arrival. While we will have high levels of mental health support available via our NHS colleagues, we are not a specialist provision and may at times decide that we are not the optimum placement for a child experiencing severe mental health distress, based on our current capacity and needs of children already placed with us. We will be Disability Discrimination Act (DDA) compliant, and able to accommodate and support children with a range of both physical disabilities and developmental difficulties.

Any placement request in relation to a 12-year-old must be first agreed by the secretary of state prior to any discussion in relation to care planning and additional support for that child.

Capacity

We reserve the right to refuse a placement request if we believe that we are not the most appropriate placement for the individual or have reached the capacity of children we can care for safely, and in line with our practice model with regards to staffing levels.

An additional issue around capacity is our robust induction process, which is a cornerstone of our model and vital to ensure we meet the needs of our children, assessing and planning carefully for their time at Restore. We may not accept a placement referral if doing so would compromise this process as we would be unable to effectively assess risk and need in line with our practice.

Prior to children arriving at Restore we will ensure we have as much information as possible. If we do not have key documents we will request these within 48 hours from the relevant services, and escalate any concerns to senior leaders.

Supporting families

We are aiming to provide homes nearby where families can stay over and have meaningful contact with Oasis Restore and the staff looking after their children, however this is still in the early stages of development.

We support and promote the cultural, religious and linguistic needs of each child in a variety of ways that are fully integrated into the life of the school. These include aspects of the curriculum (see Integrated Brief and Student Offer), home life in their flats, therapeutic groups, family involvement, chaplaincy work and the wide range of enrichment activities and resources available to each child (see Restore Framework).

Families and carers will be a crucial and valued part of the Oasis Restore community. We will ensure they feel part of their child's life, plans and arrangements. We will have a number of rooms and spaces that facilitate not only family contact but contact and engagement that is positive and resourced to enable relationships to grow and flourish. This will include a kitchen/living/dining room where children can cook a meal for their family, interact in relatively normal surroundings, play games, watch TV, eat dinner and clean up as they would at home, and can showcase and celebrate all they have learnt in recent weeks.



It takes a village

Families will be expected to come and be a part of celebration events, open days and evenings, musical and other occasions at the school, as far as possible. The safety and wellbeing of all members of our community is paramount. All visitors including families and external professional will be subject to a level of searching and checks to enter the Restore community, and further risk assessment where contact between them is likely to occur.

Through the Oasis 360 programme as well as through the work of our Restore Networkers, we expect to develop a long-term collaborative relationship with the child's family, carers, school or college, employers, peers and community, and devote considerable resources to creating these links from the child's first day at Restore.

Family therapy is a key part of Restore's commitment to helping resolve issues within the children's home communities and environments, enriching the support available to them and finding creative ways to resolve difficulty. Building trusting, warm and therapeutic relationships with the families or carers of all children who come to Restore is essential, and

subsequent therapeutic work, which can incorporate any family, family friends or peers who are significant to the child, can take place via home visits, online or in person at Restore, is encouraged for all children.

Therapy

We see therapeutic work in the broadest sense, as a quality of the planned relational environment and activities intrinsic to the life of the school that affect all children and staff, as well as a direct property of specific interventions.

Our children are
constantly adapting

A therapeutic environment enables children to adapt to a healthy and caring culture, and to internalise positive messages about themselves and others that then affect their behaviour. At Restore, children will be able to experience a combination of individual therapy, family therapy, group therapy and psychologically-informed twice-weekly therapeutic PHSCE sessions. Their PHSCE group will

be consistent over their time at Restore and represents a secure base; a mini community that supports the child throughout their journey at Restore. Membership, timings and location are consistent and carefully protected.

All children have access to a range of specific therapies through the Health and Wellbeing Team and the decision-making around this is made through assessment and discussion with the child and their Core Team.

The school contains rooms suitable for and designated for therapeutic activities, both in each flat ('Connection Rooms'), and in the Discovery buildings, as well as a sensory room in Discovery-u. There are large rooms for group therapy sessions upstairs in Discovery-l, as well as smaller rooms for 1:1s.

Restoration and restorative principles are a key part of the school philosophy and restorative meetings can take place anywhere in the buildings or the grounds, or in dedicated therapeutic spaces if appropriate. Core Teams and Community Meetings represent the backbone of the therapeutic system and enable the child to experience therapeutic care in a variety of different ways.

Dining

Various spaces in the school are designated for dining, including dining rooms in each flat, the Culinary Studio, Wilson's Restaurant, and the Family kitchen/dining room. Children will be encouraged to take an active part in meal preparation, serving and clearing up, and interacting positively with each other and staff over meals.

A Child's Journey

Oasis Restore is structured around the children's safety, needs and opportunities to learn, relax and play; who they meet, where and how, and how connections with their families are enabled and supported has been considered in the design of the physical environment and routines.

Welcome period

Children will be welcomed into Restore by a team of dedicated staff who will induct them onto their flat through their welcome period. All children will be placed in downstairs flats for this time. They will provide a safe landing for children that orientates them to where they are, and starts the process of assessment including a health assessment and formulation that will structure our approach to each child and the provision that is offered.

We expect each child to spend their first two weeks going through a welcome and induction phase, gradually integrating into school and into the flat in which they will then live. During this period there are planned assessments, taster sessions in education, and gradually with class- and housemates, family contact, and core team meetings where formulation happens with the child. These meetings happen within a week of arrival and thereafter at regular intervals throughout the child's stay with us, and at least once a month. This enables a gradual and safe integration into life at Oasis Restore. If a child is placed with us on Remand, they will receive Core Team meeting at least once a week. Whilst we are in the ramp up phase of development, all of the downstairs flats are considered to be induction flats; where staff carefully consider the most appropriate room for a new child based on the information we receive about them at the point of referral.

The values and ethos of the school, and expectations around behaviour and interaction, are communicated through talking with staff and peers, the Children's Handbook and via a contract of understanding, the Restore Pledge (see our Restorative Policy), between each child and the staff that is reinforced by discussions in Community Meetings and other spaces. As the child settles in and their needs, strengths and goals become clearer, a personal timetable is created – ideally at the end of their first two weeks - with and for them, considering how best to meet the specificity of their needs, what and who they gravitate towards, what they love doing, and taking account of what may potentially make them feel anxious or trigger fear, shame or withdrawal.

The child will come to know all of the staff at Restore, and particularly those based in their flat and in their specific Core Team and will meet regularly with these key staff to develop their own Formulation as a part of their Restore Plan, that represents who they are, where their needs lie, and how these can best be met. This will then inform wider Restore Plan, an evolving document that lists the various plans around the child, who is responsible for supporting them, and by when.

The Formulation and the Restore Plan will develop as the child does, being regularly reviewed (mid-termly, as a minimum), and will serve as an easy guide for those working with the child to understand who they are, what they are working on, and what the current plans are around them. As time goes on and we come to know each child better, we will

become increasingly skilled in anticipating difficulties they may experience, enjoying activities with them, surviving painful and stressful experiences, and building on their strengths. Frustrated or unsupported emotional and developmental needs (e.g. for freedom, independence, peer or sexual contact) may express themselves in ways that adults may struggle to tolerate, and activities and opportunities at Oasis Restore are designed to support these needs as far as safe, appropriate and possible.

We are committed to providing quality health services to all Children as outlined in the Department of Health guidance 'Promoting the Health of Looked-after Children'.

Oasis Restore and CNWL work together to provide integrated and embedded health services for all children.

The principal aim of these services is to ensure that:

- all children enjoy a standard of health comparable with children living in the community
- all children have access to the same quality and range of health care services and health education programmes provided by NHS to the general population
- all children are supported and empowered to take an increasingly level of responsibility for their own health needs
- Restore Practitioners and other carers are supported to give due attention to the health and education needs of children in their Restore Plans, which include risk assessments (including self-harm and risk to others). Risk assessments are carried out and reviewed frequently in line with individual Restore Plans. Residential staff are trained in drug awareness, adolescent mental health, medicines and first aid.
- A range of specialist services are available to meet the identified needs of each child, including dentistry, GP and Optician services.

Our curriculum offer

We have designed a curriculum offer to enable students to develop personally, socially, and academically. The curriculum provides a strong core and vocational offer which meets the needs of each student who learns with us, promoting children's ownership through choice and personalisation of their learning pathways. Our students will have access to a range of experiences which increase the likelihood of successful transition out of Restore and into adult life. We aim to provide daily opportunities for discovery and achievement, underpinned by a curriculum delivered to their specific individual needs. At Oasis Restore we recognise that each student's learning occurs both in the classroom and throughout all the interactions and experiences with fellow students and adults during vocational, enrichment, and daily life activities.

Our offer is based on a curriculum for life which aims to expand children's social and cultural capital, improve self-esteem, and give the space required for self-reflection and personal development. There are embedded opportunities for children to articulate their own strengths, and areas for development and co-produce and revisit targets alongside staff. Our learning offer is staffed to ensure that we have small group sizes, with a high staff ratio to child to enable frequent interaction with learners. Building skills, confidence, and belief in

their ability to develop into self-aware and independent learners is enabled through the central role of discovery as it applies to each of the four domains of learning, movement, creation, and reflection.

When our children leave the Restore, our aim is for them to leave as agents of change – young people who can channel their knowledge, skills and experiences into contributing positively to their communities and to wider society. With this in mind, we have devised a thematic curriculum approach to accompany our personalised learning offer and skills-based teaching framework. The thematic curriculum will provide termly anchoring themes, seven across the year, which can be viewed through four lenses. The themes will broaden the knowledge and interests of children; they will be aspirational in their level of challenge, yet accessible through real-world, personalised interpretations. The themes will be inspired by the United Nations’ 17 sustainable development goals (SDGs), encouraging children to engage with issues that affect them as global citizens, and to consider ways to transform our world. Viewing the themes through four lenses (personal, social, global, financial), facilitates children exploring who they are, who they want to be and how they can actively make meaningful contributions towards these desired goals.

Our aim is to empower children to represent themselves, in a variety of settings and to a broad audience. We know this is especially important to our children due to their ongoing relationship with Youth Offending Teams, Social Workers, Virtual School Heads and others. Children will be advocates for their own voice, body and choices at Restore. As a result, our first themes will focus on the development of their sense of advocacy and understanding their health and bodies.

Through our enrichment offer, available all year round, children will have regular and ritualised opportunities to opt into activities specifically designed for them to enjoy, build skills, and prepare for their own transition. These crucially may include opportunities for self-expression such as music, art, drama, creative writing, building and inventing.

Example Timetable

Weekday: Term Time (DRAFT)

0700-0830	Morning Routine, Breakfast, Mindfulness
0900-1035	Core English and Mathematics
1035-1050	Break
1050-1135	Theory Lesson
1140-1240	Group Therapy/PE/PHSCE

1240-1340	Lunch
1340-1500	Practical Lesson
1530-1700	Community meeting, Homework, Family visits
1700-1800	Dinner
1800-2000	Enrichment activities
2000-2130	Bedtime routine

Enrichment: Term-Time

	Monday	Tuesday	Wednesday	Thursday	Friday
1800-2000	Option A (Learning) Option B (Reflection) Option C (Creation) Option D (Movement)				Social & Entertainment
	Option A	Option B	Option C	Option D	Social & Entertainment
Examples of activities	Skill development Financial literacy Independent living Homework club Tech	Meditation Stretching Dance Art Music	Music Drama Visual Arts	Football Basketball Dance Gym Table Tennis	Movie night Youth space Music night

Weekday: Mid-Term

	Monday	Tuesday	Wednesday	Thursday	Friday
0700-0830	Morning routine, Breakfast, Mindfulness				
0900-1035	Option A (Learning) Option B (Reflection) Option C (Creation) Option D (Movement)				
1035-1050	Break				
1050-1240	Option A (Learning) Option B (Reflection) Option C (Creation) Option D (Movement)				
1240-1340	Lunch				
1340-1530	Option A (Learning) Option B (Reflection) Option C (Creation) Option D (Movement)				
1530-1700	Community Meeting				
1700-1800	Dinner				
1800-2000	Team Activity				

Weekend

Time	Saturday	Sunday
0800-1000	Morning routine, Breakfast, Mindfulness, Chores	Morning routine, Breakfast, Mindfulness, Chores
1000-1200	Team Activity	Preparation for the week ahead: Washing clothes Cleaning Ironing Timetables
12-1300	Lunch	

1300-	Option A (Learning)	Lunch continued
1500	Option B (Reflection) Option C (Creation) Option D (Movement)	

1500- Community Meeting

1700 Snack

1700- Dinner

1800

1800- Social & Entertainment

Homework

2100

Movie night

2100- Bedtime routine

2200

Our learning and enrichment programmes are the primary responsibility of our Director of Learning and Enrichment (Headteacher) supported by the Head of Enrichment, Restore Practitioners, Teachers and HLTAs. Administrative support is provided by the Oasis Restore Business Support function.

A range of vocational subjects will be on offer to children, which include Construction, Barbering and Catering, Music and Art. The home intends to become a registered Duke of Edinburgh assessment centre with children able to achieve various awards. Our longer term plan is to develop our gardens and create allotment spaces supporting horticultural learning and development.

Subjects delivered include a range of qualifications within Maths, English, Catering, Music, Art and Design, and Sport to name a few. Subjects are accredited by a mixture of GCSEs, Functional Skills, Level 1-3 courses, and other short course accreditations.

We will also offer the Prince's Trust programme, principally for children on remand or short sentences, where they can start a module with us and successfully complete and engage with an ongoing programme in the community.

Children are assessed on admission for numeracy and literacy attainment, as well as for gaps in their prior learning and preferred ways of assimilating information, and sensory sensitivities. Our team of healthcare providers, including Speech and Language Therapist and Educational Psychologist, work with the team to provide detailed individual assessments and communication strategies, to aid in developing appropriate materials, and effective communication. The Formulation and the associated Restore Plan will link school, enrichment, therapeutic work and the home, enabling children to continue work started in school while in the flats, with the support of Restore Practitioners where needed.

Progress reports are discussed at mid-termly Formulation meetings to celebrate progress and consider areas for development. Each child/student has an individual timetable developed through discussions about their priorities and aspirations, the timescale of their stay at Restore, and their life history and experiences, coordinated via their Formulation and evidenced in their Restore Plan. This timetable will address particular difficulties arising from factors such as lack of formal schooling,

distressed/anxious/unsettled behaviour or a history of low attainment. Specific attention is given to improving numeracy and literacy, and this is achieved by the allocation of higher-level Teaching Assistants who support the work of teachers and other school staff.

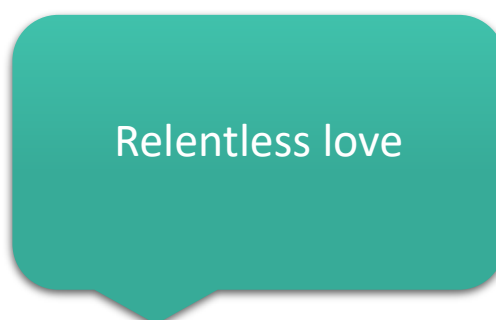
Transitions

Where transitions are planned, for example as children move towards a known resettlement date to the community, or transition to the adult estate, links with partners in the next phase of the children's lives are strengthened and become the main focus of the work. Where possible, children are enabled using ROTL to visit their home communities or destinations, education and employment settings, start establishing relationships and arranging practical details. Restore Networkers will be key in this process, but all staff will be involved in strengthening and enabling plans that help the children make these transitions. Systemic work, involving families, community members and new people involved in the child's future network, is the priority, and is coordinated through Core Teams with the addition of the Transitions Board (headed by the Head of Safeguarding and Transitions) attending at key points prior to transitions.

Working with distressed and violent behaviour

Our therapeutic and restorative approach

We understand distress, disruption, threats and violence as forms of 'pain-based behaviour' (Anglin, 2004; Sadie *et al*, 2021) that signify, and may also cause, physical and emotional pain. This understanding enables us to respond by focusing on the alleviation of pain, both before, during and after an incident. Repeated experiences of pain being made manageable, understandable and resolvable help children develop the internal capacity to respond to their feelings in a healthy way.



We do this by:

1. Creating safety that the children can gradually internalise:
 - Providing a warm, safe, responsive relational and physical environment

- Providing a predictable timetable and structure
- Providing clear expectations around behaviour
- Offering therapeutic experiences and opportunities that anticipate and address children’s needs and capitalise on their strengths, via therapeutically-trained residential staff and embedded NHS colleagues
- Anticipating transitions and other points of difficulty with careful planning
- Providing an attachment-based model of care via the house and Core Teams.

2. Responding to difficulty through co-regulation, restoration, natural consequences and reparative actions.

Consequences and Reparation

At Oasis Restore, we do not operate a traditional tiered system of punishments or sanctions for behaviour that feels unacceptable or transgressive. Our aim is to understand, and to



address the root causes and resolve them wherever possible. Where behaviour is unsafe, we protect the child and any others at risk of harm, immediately, through skilled and caring relational interventions, and, only where absolutely necessary, with physical intervention or temporary separation from peers until restorative meetings take place and safe behaviour is resumed.

Sanctions, which we would record and refer to as natural consequences and associated reparative actions, are recorded appropriately in our Discussion, Consequences and Reparation (DCR) Book in each flat, and are proportionate and relevant to the incident in question. These represent a learning opportunity, through discussion in Community Meetings, staff meetings and training, in line with our values and our culture of benign enquiry.

All consequences and reparative actions are quality assured by the Registered Manager and documented in line with legislation.

Physical Handling/Restrictive Practices

Staff are trained to a high level with PRICE, a BILD-accredited provider of safety intervention training. All physical interventions are followed by a process of co-regulation and reparation with the child, as well as a detailed review with staff and support for all involved.

The Registered Manager will review all physical handling incidents and will ensure that children are listened to and heard following each hold, and their Formulations and Restore Plans developed as necessary with the learning from these. Where appropriate and necessary, we may support children to give space to each other until restorative meetings can be held. In line with our culture of benign enquiry, we see real learning as taking place through the process that follows an incident, where the whole process of what has happened can be explored and fully understood, and the child can, with support, face the real-life consequences of what has happened with the assurance that staff are working with them towards resolution.



We are authoritative,
never authoritarian

Our policy will adapt in collaboration with PRICE where needed. Our relationship with the Local Authority Designated Officer (LADO), and wider Medway Safeguarding Children's Partnership (MSCP) will be vital in ensuring a culture of openness, transparency and continuous learning. This will be led by our Head of Safeguarding and Transitions (and Designated Safeguarding Lead). Further details on our work with LADSO and MSCP can be found in our Safeguarding Policy.

Spirituality

The multi-faith Chaplaincy supports people of all faiths and beliefs, as well as people who do not have a particular religious belief but who would like someone to talk to. We have chaplains and chaplaincy volunteers who represent many denominations, faiths and beliefs.

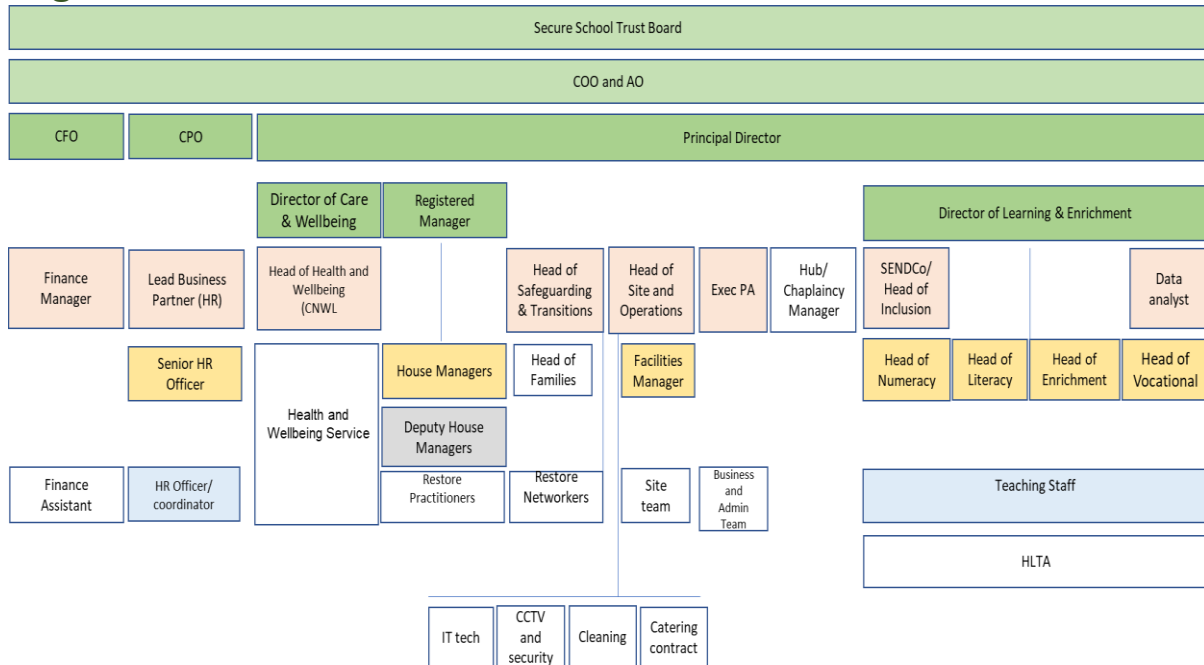
They provide a generic service that is confidential and open to our children, their families and our staff. We will try to find a faith or belief-specific chaplain if we can.

Oasis Restore Chaplaincy (spiritual health care) team and arrangements are committed to serving the needs of our children, their families and staff. They will support build relationships and connection and support religious traditions by engaging with all human experience. The Chaplaincy team support faith and the search for meaning that directs and inspires life and are committed to enriching the child's experience and that of their family and community, contributing a crucial dimension to the care of our children, including participating in Restorative Justice processes and other aspects of restorative practice.

The Chaplaincy team recognises that we live in an increasingly diverse society, and that is reflected in our community. Children and staff come from a variety of cultural and faith backgrounds and at the heart of the Chaplaincy team's work is ministering to everyone, irrespective of culture, faith or belief. We will have a child and family chaplaincy team that will play an important role at Oasis Restore. They will act as a support to staff but will also:

- Support and deliver pastoral care (and spirituality) to the children and families that wish to access support.
- Ensure access to their faith is achieved and resourced

Organisational Structure



Leadership

Leadership at Oasis Restore consists of the Directors and wider Senior Leadership Team (SLT):

Principal Director: Specific responsibility for creating a forward vision for Oasis Restore, then guide staff to act upon the vision mission and values of the organisation. The role is to ensure everyone is purpose driven and for all business/ strategic planning. They are also ultimately responsible for the safe running of all aspects of Oasis Restore.

Registered Manager: Responsible for the management and operational delivery of Oasis Restore secure children’s home. To lead and direct our team to ensure that the care of children at Restore is of an excellent quality and in line with statutory regulations.

Director of Learning and Enrichment: Responsible for the development of the curriculum and enrichment offer that runs daily from 8am to 9pm for children. To lead and direct a team that prepares children for their successful onward transitions.

Head of Safeguarding and Transitions: Acts as the Designated Safeguarding Lead for Oasis Restore and is responsible for all case work involving safeguarding and transitions through the Restore Networkers.

Head of Inclusion/ SENCO: Leads on all aspects of assessment and learning for children with SEND, as well as ensuring that the curriculum offer is inclusive and accessible for all students.

Head of Site and Operations: Leads on all aspects of facilities/ estates including maintenance, cleaning and catering and includes the responsibility for operations, security and CCTV.

Head of Healthcare: provides nursing and operational leadership to healthcare team and is responsible for all aspects of healthcare delivery

Clinical Lead (CNWL): consultant clinical psychologist who provides clinical leadership to the healthcare team and supports integrated therapeutic practice across the whole school.

Staff Care

Staff at Oasis Restore deserve and require a high level of training to be able to undertake such emotionally demanding work. Providing staff with engaging, relevant training that develops their skills demonstrates the regard we have for them, and the importance and social value of the work they do. Staff will undergo an enhanced induction that includes an integrated training programme that builds a sense of coherence and community in the founding team, embeds the primary task and shared values of the organisation, develops a therapeutic mindset and skills, self-awareness and curiosity, and imparts key relevant knowledge regarding the children and their needs, policies, safeguarding, procedures relevant to their roles, restorative practice, and crisis intervention.

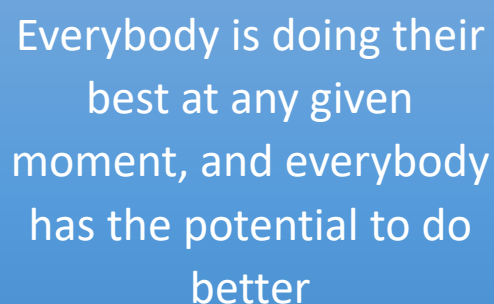
Staff recruited in subsequent intakes will undergo further iterations of this core training package as well as supernumerary time observing and learning about Restore before participating fully. Examples of training available to staff at Restore and core to their roles and responsibilities include:

- Level 4 qualification in Trauma-Informed Practice in Secure Settings
- Restorative Practice training
- Safety intervention training

Thereafter, an inter-disciplinary programme of training will be offered on a rolling programme by a variety of staff members, as well as external training as needed, to develop and refresh skills and to maintain the coherence of the Restore culture.

Staff are given regular individual line management supervision and group-based reflective practice, as well as regular team meetings, which provide vital spaces for personal and professional development.

Educational staff comply with the recommendations of the joint Negotiating Council (JNC) with regards to Continuing Professional Development (CPD) as identified within the Teachers Standards.



Everybody is doing their best at any given moment, and everybody has the potential to do better

Domestic staff have access to relevant health and safety, IOSH and appropriate training. They too play a vital role at Oasis Restore and participate in much of the whole-staff training programme.

Recruitment

Recruitment is undertaken through open competition and Oasis Restore promotes equal opportunities for staff. Those applying to work at Oasis Restore undergo a rigorous assessment process, informed by our experience as an organisation and enhanced by the collaboration of our Restore Co-Creation Workers, young people with lived experience of custody who have contributed to the design and set-up of the school. The assessment process may include:

- Values-based interview
- Written task
- Scenario work
- Interviews with children
- Panel interviews

Prior to appointment, all staff are subject to an enhanced DBS check, references, Telephone verification and validation of previous employment history. Thereafter, checking through the DBS will occur on a 3 yearly basis and ongoing self-disclosures via supervision and line management meetings at least monthly.

Complaints

We expect that there will be situations at Restore where boundaries are tested and challenged; complaints may represent one aspect of this process. A good boundary is one at which a lively and meaningful encounter can occur that helps us understand more about the child and about ourselves as staff. As such we approach these with curiosity and a commitment to developing greater understanding.

Within Restore, most issues, worries and concerns can and should be resolved simply through conversation, through informal resolution or restorative processes such as Community Meetings, and can therefore be handled by the practitioners most closely involved with the child's daily life. This is one of the means by which we nurture and develop good relationships: committing to staying connected, weathering difficult periods and working through them by means of discussion. In these situations, exploring the problem and the feelings it has generated, accepting these, considering how a situation could have been handled better, or giving an apology, may be useful and may prove adequate in resolving the difficulty. We understand the community as the 'primary container' of all the issues the children (and the staff) bring, and these forums for discussion as one of the principal ways in which these issues are contained and worked through.



Culture of benign enquiry

There are, however, situations in which this may not feel adequate or appropriate. If the matter is not resolved informally, through restorative practice or through Community Meetings, and if the matter is of a serious nature, it should be dealt with as a formal complaint. Further details can be found in our Complaints Policy.

All children have access to a complaints and comments form on their personal interactive screen Recconnect media panel which they will be shown how to use on induction. In addition to this all children will be able to talk with the RM and RI via this panel as well as in person.

Parents and professionals may also contact the RI and RM to discuss concerns, and should they feel that the concern is a formal complaint then the process is clearly described in the complaints policy.

Advocacy

Oasis Restore commissions an independent advocacy service which acts as a further resource for children who for any reason wish to consult them.

All children have access to Advocacy and can talk with advocates in private using the interactive screen within their bedrooms as well as through scheduled private in-person appointments as needed to listen to any concerns that the child has not been able to raise and resolve elsewhere.

The advocacy service works closely with SLT and the Directors to ensure that children's concerns are listened to and effectively addressed. Feedback is routinely reported to the Directors, who are then held accountable for deciding actions and reporting back to the child and the advocacy service.

Safeguarding

Oasis Restore fully recognises its responsibilities for safeguarding children. Their welfare and safety is at the heart of Oasis Restore vision for providing 'Excellent Education, Care and Wellbeing at the Heart of our Communities'. In legislation a 'child' means all children under 18 years of age. Safeguarding is central to our practice and all behaviour, challenges and experiences of staff, children and visitors will be seen through the lens of safeguarding first and foremost. Our safeguarding policy aims to set out our response to safeguarding all members of the Restore community, including our children, their families, staff and visitors. Further details of our approach to safeguarding and detailed information about our processes can be found in the Safeguarding Policy. Also contained there is a detailed outline of our search and confiscation procedures, in recognition of the fact that searching plays a vital role in keeping the community safe.

All visitors to Oasis restore must be approved by the Registered Manager or Principal director (RI) unless they are directly involved in the life of any of our children or the governance of the Secure School.

Allegations against staff

All allegations against staff must be reported to the RM in line with our safeguarding policy. Should the allegation be considered to be about the RM then this would be reported directly to the RI. All allegations are investigated and where necessary they will be shared and discussed with external agencies such as LADO, OFSTED and police.

Use of CCTV

All areas of Oasis Restore, apart from private areas such as bathrooms and bedrooms, are covered by CCTV. Cameras are positioned in communal areas of the home with the aim of supporting the protection of young people. CCTV also supports the safeguarding of children and assists in protecting staff. CCTV is able to record any use of restraint, bullying, or incidents leading to a significant allegation by a young person against another young person or member of staff. CCTV records are reviewed by the Senior Leadership Team in order that any necessary action can be taken to minimise the use of restraint and to prevent the recurrence of incidents. They may also be used for training and development purposes. The system will not be used to provide images for any third parties, other than the Police and courts when we have been legally mandated to do so. Images and video are monitored 24/7 by a dedicated team.

Whistleblowing Procedure

Oasis Restore acknowledges that employees are often the first to realise that there may be something wrong within an organisation. This can be especially so in challenging environments such as a secure school. However, they may not express their concerns because they feel that speaking up would be disloyal to their colleagues or Restore. They may also fear harassment or victimisation. In these circumstances, they may feel it is easier to ignore the concern rather than report what may just be a suspicion of malpractice.

In accordance with our ethos, we will pride ourselves on having an open and honest culture, our 'culture of benign enquiry', and are committed to the highest possible standards of probity and accountability. In line with that commitment we encourage employees with serious concerns about any aspects of the organisation's work to come forward and voice those concerns.

Confidentiality will be maintained as far as is possible. It is guaranteed at the point of making a protected disclosure and will be maintained during investigations and hearings, other than when there is a need for disclosure of identity due to cross examination of the staff member as a witness in any subsequent procedure. Whistle blowers will be protected from suffering a detriment, bullying or harassment from another employee. Employees who mistreat a colleague as a result of whistleblowing will face disciplinary action.

For further information, please see the OCL Whistleblowing Policy which will be adapted and applied for use in Oasis Academy Restore.