

# STATEMENT OF PURPOSE





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## Thrive Lincs Ltd

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|------------------------|-----------------------------------------------------------------------------------------------------------------|
| Organisation           | Thrive Lincs Ltd                                                                                                |
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| Document owner         | Mark Haggis, Director                                                                                           |
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| Approved by            | Director                                                                                                        |

### 1. Purpose of this Document

This Statement of Purpose explains the ethos, values and service model of Thrive Lincs Ltd and the standards that underpin our work with children and young people. It is intended to provide learners, parents and carers, commissioners, schools, local authorities, staff and partner professionals with a clear overview of what Thrive Lincs provides and how provision is planned, delivered, safeguarded and reviewed.

This document is an organisational statement rather than a contract or individual placement specification. The precise provision for each learner is agreed through the referral, commissioning and placement process and should be read alongside the relevant service agreement, learner plan, risk assessments and Thrive Lincs policies.

### 2. Our Ethos

Inspiring young minds to achieve and thrive.

Thrive Lincs believes that children and young people can make meaningful educational and personal progress when provision is responsive to their individual strengths, needs, experiences and aspirations. We aim to create safe, consistent and respectful relationships that enable learners to re-engage with education, build confidence and develop the knowledge and skills they need for their next steps.

Our approach is learner-centred, relational and trauma-informed. We recognise that some learners may have experienced disrupted education, anxiety, school avoidance, SEND, social or emotional difficulties, adverse experiences or other barriers to participation. We therefore seek to understand the reasons behind disengagement and work collaboratively rather than relying on a one-size-fits-all model.

### 3. Our Values

Resilience



Respect



Relationships



Responsibility





- Resilience– learners develop the confidence and strategies to manage challenges, overcome setbacks and persevere when things are difficult.
- Respect – learners are treated with dignity and their views, identity and individual circumstances are valued.
- Relationships – consistent, appropriate and trusting professional relationships are a foundation for engagement.
- Responsibility – encouraging learners to take increasing responsibility for their choices, learning and actions, helping them develop independence, accountability and the skills needed for adulthood.

## 4. Who We Support

Thrive Lincs provides alternative education and support for children and young people whose needs may not currently be met through their usual educational setting or who require additional or different provision.

Learners may include those experiencing emotionally based school avoidance, social, emotional and mental health needs, autism, ADHD or other SEND, anxiety, disrupted attendance, difficulties with relationships or engagement, or circumstances requiring individualised education and mentoring.

Admission is not automatic. Each referral is considered against the learner's needs, safeguarding information, risks, proposed outcomes, available staffing and the ability of Thrive Lincs to provide safe and suitable provision. Thrive Lincs will not accept or continue a placement where identified needs cannot be safely or appropriately met within its competence, resources or commissioned role.

## 5. Our Provision

Provision is commissioned according to individual need and may include:

- one-to-one tuition and educational support;
- mentoring and re-engagement work;
- academic learning, including core subjects and functional or qualification-focused work where commissioned;
- support for social, emotional and mental health needs within the competence of staff;
- life skills and independence activities;
- creative, practical and interest-led learning;
- community-based and outdoor learning;
- physical activity and wellbeing opportunities;
- online or blended learning where appropriate;
- supported transition and reintegration work; and
- other agreed activities that are safe, suitable, educationally purposeful and within the scope of the placement.

Provision may take place in the learner's home, community venues, appropriate Thrive Lincs premises, outdoor environments, online or at other agreed locations. The location and delivery model are selected according to the learner's needs, safety, accessibility, intended outcomes and commissioning arrangements.

## 6. Curriculum and Learning

The curriculum is personalised rather than fixed. It is designed to provide purposeful learning that reflects the learner's starting point, age, SEND, interests, aspirations, placement objectives and intended next steps.

Where appropriate, curriculum planning draws on relevant National Curriculum knowledge and skills, qualification specifications, functional learning, personal development, life skills and enrichment. Thrive Lincs does not represent every placement as a full replication of a mainstream school curriculum; the breadth, hours and content of provision depend on what has been commissioned and assessed as suitable for the learner.

Curriculum aims include enabling learners to:



- re-engage positively with education and learning;
- make measurable academic or developmental progress from their starting points;
- develop literacy, numeracy and other relevant curriculum knowledge and skills;
- develop communication, confidence, emotional regulation and resilience;
- build independence and practical skills for life;
- develop positive relationships and respectful participation;
- experience appropriate enrichment and new interests;
- understand how to keep themselves safe, including online;
- develop awareness of their community and wider society; and
- prepare for reintegration, transition, further education, training, employment or other agreed destinations.

Where a learner has an Education, Health and Care Plan, Thrive Lincs will work within its commissioned role to support relevant outcomes and provision, while recognising that statutory EHCP responsibilities remain with the bodies on whom the law places them.

## 7. Individual Planning, Progress and Outcomes

Each learner's provision is based on agreed objectives and available referral information. Appropriate baseline information is used to identify starting points and priorities. Plans are reviewed and adjusted as the learner's engagement, needs and progress develop.

Depending on the placement, monitoring may include attendance, engagement, academic progress, work completed, personal development, communication, confidence, behaviour, independence, agreed EHCP-related outcomes and readiness for transition.

Reports and review information are shared with commissioners in accordance with the placement agreement. Thrive Lincs will be open where progress is limited, where the placement needs adjustment or where a different form of provision may better meet the learner's needs.

## 8. Safeguarding and Child Protection

Safeguarding is everyone's responsibility and is embedded in all Thrive Lincs provision. Staff are expected to identify concerns, act promptly and follow the organisation's safeguarding procedures.

The Designated Safeguarding Lead is Mark Haggis. The Deputy Designated Safeguarding Leads are Anita Carnell and Kerry Cooper. Safeguarding concerns should be reported without delay through [safeguarding@thrivelincs.co.uk](mailto:safeguarding@thrivelincs.co.uk). Immediate danger or an emergency should be reported to the emergency services.

Staff receive safeguarding information, induction and training appropriate to their role. Thrive Lincs uses safer recruitment, risk assessment, professional-boundary, lone-working, online-safety and information-sharing arrangements to support safe practice.

Thrive Lincs works with commissioning schools, local authorities, children's social care, health professionals and other agencies where appropriate. Safeguarding information is shared lawfully, proportionately and on a need-to-know basis.

Keeping Children Safe in Education 2026 is statutory guidance for schools and colleges. Thrive Lincs applies relevant safeguarding principles and supports commissioning schools and colleges in meeting their duties. Working Together to Safeguard Children 2026 applies more broadly to education providers and organisations working with children.

## 9. Attendance, Engagement and Welfare

Thrive Lincs records attendance at scheduled provision and communicates attendance, absence and welfare concerns in accordance with its Attendance Policy and the placement arrangements.



Absence is considered in context. Where non-attendance or a change in engagement raises a safeguarding or welfare concern, staff will follow safeguarding procedures rather than treating the matter solely as an attendance issue.

Where Thrive Lincs is not the learner's registered school, it does not assume the statutory attendance-register responsibilities of the school or local authority unless a specific legal or contractual arrangement provides otherwise.

## **10. SEND, Equality and Accessibility**

Thrive Lincs is committed to inclusive practice and to avoiding unlawful discrimination. We seek to understand how SEND, disability, communication, sensory needs, mental health, culture, identity and other individual circumstances affect participation and learning.

Reasonable adjustments are considered where applicable. Staff should distinguish between a learner being unwilling to engage and being unable to engage because of an unmet need, barrier, disability or safeguarding concern.

Learners are not expected to fit a single model of provision. At the same time, Thrive Lincs will be clear where a need requires specialist assessment, clinical treatment, equipment, staffing or expertise beyond the organisation's role.

## **11. Behaviour and Relationships**

Our behaviour approach is relational, restorative and proportionate. Staff seek to understand behaviour in context, establish clear and predictable boundaries, reinforce positive behaviour and use de-escalation wherever possible.

Humiliating, degrading, punitive or discriminatory practice is not acceptable. Restrictive intervention or reasonable force is not a routine behaviour-management strategy and may only be considered within applicable law, guidance, policy, risk assessment and staff competence.

Professional boundaries remain essential even where strong relationships develop. Staff must follow the Safer Working Practices Policy and Staff Code of Conduct.

## **12. Our Staff**

Thrive Lincs recruits staff according to the requirements of the role and the needs of the provision. Selection considers relevant experience, competence, values, safeguarding suitability and, where required, qualifications.

Safer recruitment arrangements include appropriate identity, reference, employment-history and DBS checks where legally eligible and required. No single check is treated as a substitute for effective recruitment, induction, supervision and management.

Staff receive induction and ongoing training appropriate to their role and the learners they support. This may include safeguarding, Prevent, SEND, behaviour and de-escalation, health and safety, lone working, data protection, online safety and other learner-specific training.

The quality of tutoring, mentoring and support is monitored through Thrive Lincs' Quality Assurance Policy, including observation, supervision, review of records, learner outcomes and feedback.

## **13. Learner Voice**

Children and young people should have meaningful opportunities to influence their provision. Thrive Lincs will seek their views about learning, relationships, safety, progress, activities and future goals in ways appropriate to their age, understanding and communication needs.

Learners should be involved in their individual plans and reviews wherever practicable. Their views are important but do not remove the need for adults to take safeguarding action or make decisions required to protect welfare.



Feedback may be gathered through conversations, reviews, questionnaires, observations and other accessible methods. Themes are used to improve provision.

## 14. Parents and Carers

Thrive Lincs recognises parents and carers as important partners in most placements. Subject to the learner's circumstances, safeguarding considerations, age and applicable information-sharing requirements, we aim to maintain constructive communication and provide appropriate information about attendance, engagement and progress.

Communication arrangements are agreed according to the placement. Daily communication is not promised for every learner unless it forms part of the commissioned arrangement.

Where contacting a parent or carer could increase safeguarding risk, Thrive Lincs will seek advice and act in accordance with safeguarding procedures.

## 15. Working with Commissioners and Professionals

Thrive Lincs works in partnership with commissioning schools, local authorities and other referring bodies. Clear placement information should identify the purpose of the provision, expected outcomes, timetable, review arrangements, responsibilities, safeguarding contacts and information-sharing expectations.

Commissioning does not automatically transfer statutory duties from a school, academy trust or local authority to Thrive Lincs. Responsibilities should be clear and consistent with the law and the relevant commissioning arrangement.

Thrive Lincs will participate in relevant professional meetings and reviews where this is necessary for the learner and within the scope of the placement. This may include education reviews, Team Around the Family/Child arrangements, EHCP reviews, safeguarding meetings or transition planning.

## 16. Working in the Community

Community-based learning can help learners generalise skills, develop confidence, access interests and experience meaningful participation beyond a classroom environment.

Activities are selected because they support agreed educational, personal-development or wellbeing outcomes. They are not undertaken merely to occupy time. Each activity must be suitable for the learner and appropriately planned, risk assessed and supervised.

Community opportunities may include visits to places of educational or cultural interest, outdoor learning, sport and physical activity, practical projects, supported volunteering and engagement with suitable community organisations.

Any volunteering or community contribution must be age-appropriate, safe, genuinely educational or developmental and properly supervised. Learners must not be used to provide inappropriate unpaid labour or undertake tasks that expose them or members of the public to unmanaged risk.

Partnerships with farms, activity providers, animal-assisted settings, water-based activities or other specialist providers are subject to appropriate due diligence, safeguarding, insurance, competence and risk assessment. Activities are described as part of Thrive Lincs' offer only where they are currently available and appropriately commissioned.

## 17. Health, Safety and Risk Management

Thrive Lincs will take reasonably practicable steps to protect learners, staff and others affected by its work. Risk assessment is proportionate to the learner, activity, location and identified hazards.



Home visits, lone working, transport, outdoor activities, community venues, medical needs and higher-risk activities require appropriate planning and controls. Staff must not undertake activities beyond their competence or authorisation.

Accidents, incidents and near misses are recorded and reviewed in accordance with organisational procedures so that learning can be incorporated into future practice.

## 18. Online and Remote Provision

Where online or remote provision is appropriate, staff use approved systems and follow safeguarding, professional-boundary, data-protection and online-safety requirements.

One-to-one online sessions are not inherently prohibited and do not require routine recording simply because they are one-to-one. Any recording must have a clear, authorised and lawful purpose and comply with safeguarding, privacy, data protection and retention requirements.

Online provision is reviewed for effectiveness and suitability in the same way as face-to-face provision.

## 19. Quality Assurance

Thrive Lincs maintains quality assurance arrangements to monitor the safety, suitability and effectiveness of provision. These may include observations, supervision, file and record audits, safeguarding review, attendance and progress analysis, learner voice, parent/carer feedback, commissioner feedback, complaints, incidents and review of staff training.

Where improvement is required, actions are identified, allocated, monitored and reviewed. Significant concerns may lead to additional supervision, training, changes to delivery, formal management action or suspension of an activity or placement where necessary.

## 20. Alternative Provision Standards and Commissioning

Thrive Lincs has regard to the Department for Education's current Alternative Provision statutory guidance and the Non-school Alternative Provision Voluntary National Standards.

The voluntary national standards, published in August 2025, are intended to establish consistent expectations for non-school AP and support commissioners in monitoring safety, attendance, progress and quality. Thrive Lincs uses the standards as a quality-assurance framework while recognising that, at the date of this document, they remain voluntary rather than a direct statutory registration framework for providers.

Thrive Lincs will cooperate with reasonable commissioner quality-assurance activity and provide appropriate evidence, subject to confidentiality, data protection and safeguarding requirements.

## 21. Information Sharing and Data Protection

Personal information is handled in accordance with the UK GDPR, Data Protection Act 2018 and Thrive Lincs' Data Protection Policy. Information is collected and shared only where there is an appropriate purpose and lawful basis.

Safeguarding information may be shared without consent where this is lawful and necessary to protect a child or another person. Data protection law must not be used as a reason to delay necessary safeguarding action.

## 22. Transition, Reintegration and Next Steps

Where appropriate to the placement, Thrive Lincs supports learners to prepare for their next stage. This may include reintegration into school, movement to another provision, further education, training, employment preparation or increased independence.



Transition planning should begin early enough to be meaningful and should involve the learner, commissioner, family and relevant professionals as appropriate. Information is transferred securely and proportionately to support continuity.

The aim of alternative provision is not simply to maintain a learner indefinitely in a separate arrangement. Placements should remain purposeful and be reviewed against agreed outcomes and intended next steps.

## 23. Complaints, Concerns and Feedback

Learners, parents/carers, commissioners and professionals are encouraged to raise concerns or provide feedback. Complaints are handled under the Compliments and Complaints Policy and should not disadvantage a learner.

Safeguarding concerns must be dealt with through safeguarding procedures and should not wait for the complaints process. Concerns about staff conduct, whistleblowing, data protection or other specialist matters may also require separate procedures.

## 24. Key Organisational Contacts

- Director and Designated Safeguarding Lead: Mark Haggis
- Deputy Designated Safeguarding Lead: Anita Carnell
- Deputy Designated Safeguarding Lead: Kerry Cooper
- Safeguarding email: [safeguarding@thrivelincs.co.uk](mailto:safeguarding@thrivelincs.co.uk)
- General enquiries: [office@thrivelincs.co.uk](mailto:office@thrivelincs.co.uk)
- Telephone: 01522 456867

## 25. Related Policies and Documents

- Safeguarding and Child Protection Policy
- Admissions and Referral Policy
- Attendance Policy
- Behaviour Policy
- Safer Working Practices Policy
- Safer Recruitment Policy
- Supporting Learners with Medical Conditions Policy
- Lone Working Policy
- Health and Safety Policy
- ICT Acceptable Use / Online Safety Policy
- Equality, Diversity and Inclusion Policy
- Data Protection Policy
- Quality Assurance Policy
- Service Level Agreement Policy
- Compliments and Complaints Policy
- Prevent and Radicalisation Policy
- Business Continuity Plan

## 26. Review

This Statement of Purpose will be reviewed at least annually and sooner where there is a material change to Thrive Lincs' service model, safeguarding arrangements, commissioning requirements, relevant legislation or national guidance.



Service descriptions will also be reviewed to ensure that this document does not advertise activities, partnerships, locations or qualifications that are no longer available.