

THE HAVEN

Operated by the Autistic Girls Network charity — 1196655 (England and Wales), SC054837 (Scotland)

The Haven: Statement of Purpose, Aims and Objectives

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Policy Statement and Purpose

The Haven exists to provide a safe, inclusive, and neurodivergent-affirming hybrid education environment in which every learner can thrive academically, socially, and emotionally. Safeguarding and wellbeing sit at the heart of our practice. We recognise that meaningful learning can only occur when children feel secure, valued, and respected.

This *Statement of Purpose, Aims and Objectives* articulates The Haven's guiding aims and objectives, ensuring consistency across our provision, and aligning with statutory safeguarding and educational standards.

Scope

This policy applies to:

- All The Haven staff, governors, contractors, and volunteers.
- All learners accessing The Haven provision online, in hybrid contexts, or through supported third-party resource bases.
- All families and partner schools engaging with The Haven provision.

It should be read alongside The Haven's full suite of safeguarding and educational policies, including the **Child Protection and Safeguarding Policy v01.26**, **Behaviour and Regulation Policy v10.25**, **Attendance & Engagement v01.26**, and **Examinations Policy v10.25**.

Statutory Guidance

This Statement is informed by:

- *Keeping Children Safe in Education (KCSIE) 2026.*
- *Working Together to Safeguard Children 2023.*
- *Prevent Duty (Counter-Terrorism and Security Act 2015).*
- Independent School Standards Regulations (2014, updated 2019 guidance) — adopted as a voluntary benchmark; The Haven is not a DfE-registered independent school and these Standards do not apply to it as a matter of law.
- *Children Acts 1989 and 2004.*
- *Equality Act 2010.*
- GIRFEC (Scotland) and Social Services and Wellbeing Act 2014 (Wales), for relevant learners.

Aims

- To safeguard every learner through a whole-school, preventative approach to child protection across online and in-person contexts.
- To deliver a high-quality, flexible education rooted in equity, inclusion, and trauma-informed practice.
- To respect and celebrate learner diversity, ensuring each child's voice is central to their journey.
- To collaborate openly with families, local authorities, and external partners to ensure consistent wraparound care.
- To reduce barriers to learning, attendance, and assessment by providing creative, adaptive pathways for success.

Objectives

- Ensure all staff understand and discharge their safeguarding duties under KCSIE, Prevent Duty, and associated statutory frameworks.
- Provide teaching and learning that supports progression, creativity, and independence while recognising varied neurodevelopmental profiles.
- Create emotionally safe environments where learners can express themselves, explore their identity, and build resilience.
- Develop restorative, relational approaches to behaviour and community life that prioritise repair and belonging over punishment.
- Promote positive Attendance & Engagement v01.26 by meeting learners where they are, addressing unmet needs, and building consistent connections.
- Support equitable access to examinations and qualifications through adapted processes, reasonable adjustments, and learner-led planning.
- Maintain reflective practice through termly review, annual DSL and governor oversight, and immediate interim updates if statutory guidance changes.

Roles and Responsibilities

- **Governing Board:** Provide oversight, ensure compliance with statutory duties, and support the strategic embedding of The Haven's aims.
- **Head/Proprietor:** Lead implementation, ensure resources and systems align with The Haven's *Statement of Purpose, Aims and Objectives*.
- **Designated Safeguarding Lead (DSL):** Ensure safeguarding remains central to The Haven's mission and that statutory duties are fulfilled.
- **All Staff and Volunteers:** Embed The Haven's aims in daily practice, model values, and uphold safeguarding and educational responsibilities.

Monitoring and Review

- **Termly DSL-led checks:** Review implementation, spot emerging risks, and adapt provision.
- **Annual review:** Conducted by the DSL and governing board to ensure consistency with KCSIE, the Independent School Standards benchmark, and other applicable frameworks.
- **Immediate interim review:** Triggered by significant changes in statutory guidance, Ofsted requirements, or safeguarding risks.

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