

Chapter 1: The Pure Joy Framework

Section One — Organisational Foundations

Version	2.0
Policy owner	Director (Rev. Camille Thelwell)
Approved by	Board of Trustees — to be confirmed on adoption
Date adopted	To be confirmed on adoption
Next review due	Annual review from adoption
Applies to	All staff, volunteers, sessional workers, trustees and students

1.1 Purpose of This Chapter

This chapter sets out the philosophical and values-based foundation of Pure Joy Adventures and translates that foundation into expected, observable standards of professional practice. It exists to ensure that every member of staff, volunteer and trustee understands not only what the organisation believes, but what that belief requires of them in day-to-day conduct with children, young people, families and colleagues.

Where this chapter uses aspirational or reflective language, it is supported by specific, checkable standards later in the chapter (section 1.9) so that the Framework can be audited, supervised against and evidenced at inspection.

1.2 Vision Statement

A world in which every child and young person with additional needs is seen, valued and supported to flourish — and every family is met with compassion, partnership and hope.

1.3 Mission Statement

Pure Joy Adventures provides safe, person-centred respite care, structured educational opportunities and community-based enrichment for children and young people with SEND and SEMH needs, delivered by trained, supervised and accountable staff working in partnership with families, schools and statutory agencies.

We achieve this mission by:

- delivering respite and short-break provision that meets each child's assessed needs, as set out in their individual support plan;
- maintaining robust safeguarding, health and safety, and risk management systems that protect children at every session;
- employing and supervising a workforce that is safely recruited, trained, supported and held to clear professional standards;
- working transparently and collaboratively with parents, carers, local authorities, schools and health professionals; and
- continually reviewing and improving our practice through quality assurance, feedback and reflective learning.

1.4 Organisational Philosophy

Pure Joy Adventures was founded on the principle that children should be understood as whole people — with strengths, interests and aspirations — rather than defined by a diagnosis or a deficit. This philosophy is operationalised through two interlinked frameworks: the LOVE Theory (section 1.5) and the Seven Pillars of the Pure Joy Framework (section 1.6). Together these inform planning, staff training, supervision, behaviour support and quality assurance, and are referenced throughout this manual.

1.5 The LOVE Theory

The LOVE Theory is the organisation's practice model for relationship-centred care. It is taught to all staff during induction (Chapter 22) and is referenced in supervision (Chapter 24) and in the assessment of staff competency (Appendix: Staff Competency Checklists).

L — Listen Deeply

Staff actively attend to each child's communication in whatever form it takes — verbal, non-verbal, behavioural or sensory — and to the insight of families and professionals. In practice, this means staff use the child's preferred communication method (recorded in their Communication Passport), check understanding rather than assume it, and record and act on what they observe.

O — Observe Holistically

Staff consider the whole child — strengths, interests, communication, sensory profile, health, culture and aspirations — and interpret behaviour within context rather than in isolation. In practice, this means staff complete session observations using the Daily Session Record and escalate changes in presentation in line with the relevant safeguarding or medical procedure.

V — Value Uniqueness

Every child's support is personalised rather than applied as a standard programme. In practice, this means every child has an individual support plan that is reviewed at minimum termly, or sooner if needs change.

E — Empower Growth

Staff create opportunities for children to build confidence, independence and participation, and progress is recorded and celebrated. In practice, this means outcomes are tracked using the Weekly Progress Summary and, where relevant, the EHCP Outcome Tracking template.

1.6 The Seven Pillars of the Pure Joy Framework

The Seven Pillars provide the operational structure through which the LOVE Theory is delivered. Each pillar is linked below to the chapter of this manual in which it is given full procedural effect.

Pillar	What This Means in Practice	Given Effect In
Love-Centred Practice	Dignity, compassion and relationships are central to all interactions.	Chapter 4 (Code of Conduct); Chapter 7 (Trauma-Informed Practice)
Joyful Engagement	Every programme intentionally promotes hope, belonging and meaningful participation.	Chapter 20 (Community Inclusion and Social Joy Programmes)
Holistic Development	Emotional, social, physical, cognitive and creative growth are addressed together.	Chapter 16 (Person-Centred Planning); Chapter 19 (Life Skills and Independence)
Individualised Support	Planning reflects each child's unique strengths, needs and aspirations.	Chapter 16 (Person-Centred Planning); Chapter 18 (SEND Support)
Safe and Nurturing Environments	Physical safety and emotional security are both actively maintained.	Chapter 10 (Risk Assessment); Chapter 11 (Health and Safety)
Collaborative Partnership	Families and professionals are treated as equal partners.	Chapter 17 (Working in Partnership with Parents and Carers)

Pillar	What This Means in Practice	Given Effect In
Reflective Excellence and Continuous Growth	Practice is continually reviewed, supervised and improved.	Chapter 24 (Supervision); Chapter 29 (Quality Assurance)

1.7 Why Pure Joy Adventures Exists

Pure Joy Adventures exists because families of children with SEND and complex needs consistently report fragmented services, limited respite and inconsistent access to social and educational opportunity. The organisation's founding story (Volume One) describes the lived experience that shaped this response. This chapter translates that lived experience into an accountable, professionally governed service.

1.8 Organisational Culture

Pure Joy Adventures actively builds a culture of professional curiosity, openness and challenge, in which:

- staff are expected and supported to ask questions, including about decisions made by managers, where they have concerns about a child's welfare;
- mistakes and near misses are reported without fear of blame, and are used as learning opportunities (see Chapter 27, Whistleblowing, and Chapter 29, Quality Assurance);
- hierarchy does not override safeguarding responsibility — any member of staff may raise a concern directly with the Designated Safeguarding Lead, regardless of their role or length of service; and
- diversity, in children, families, staff and volunteers, is treated as a strength, in line with the organisation's Equality, Diversity and Inclusion Policy.

1.9 Professional Values and Expected Standards of Practice

The values below are not aspirational only. Each is paired with a specific, observable standard that staff are trained on at induction, assessed against in supervision and competency checklists, and which may form the basis of a conduct or disciplinary matter if breached.

Value	Expected Standard of Practice
Dignity and Respect	Staff address every child by their preferred name/pronoun, use respectful language in all records (including incident reports), and never discuss a child's needs or behaviour in front of other children, families or in public spaces.
Honesty and Transparency	Staff record events accurately and contemporaneously (within 24 hours), never alter records retrospectively without a dated addendum, and disclose conflicts of interest to their line manager.
Safeguarding First	Any safeguarding concern is reported to the DSL or Deputy DSL on the same day it arises, using the procedure in Chapter 5, regardless of how minor it may appear.
Professional Boundaries	Staff do not give children or families their personal contact details, do not connect with children or their social media accounts, do not transport a child alone off-site without a documented risk assessment and second-person authorisation, and disclose any personal relationship with a child's family to their manager.

Value	Expected Standard of Practice
Confidentiality	Information about a child or family is shared only on a need-to-know basis and in line with Chapter 28 (Information Governance and GDPR); staff do not discuss identifiable child information on personal devices, social media or unsecured messaging.
Punctuality and Reliability	Staff arrive at least 15 minutes before a session start time, notify their manager of any absence at the earliest opportunity, and follow the lone-working notification procedure where applicable.
Accountability	Staff accept supervision and feedback, complete mandatory training by its deadline, and raise capability concerns about their own or a colleague's practice promptly rather than waiting for a scheduled review.

Breach of any Expected Standard of Practice is managed in accordance with Chapter 4 (Staff Code of Conduct and Professional Standards) and, where safeguarding is engaged, Chapter 5 (Safeguarding Children, Young People and Vulnerable Adults).

1.10 Reflection: The Framework in Practice

Every subsequent chapter of this manual operationalises one or more of the Seven Pillars and the LOVE Theory. Where staff are unsure how to act in a situation not explicitly covered by procedure, they should test their decision against this Framework and seek guidance from their line manager or the Designated Safeguarding Lead before acting, except where a child's immediate safety requires urgent action.

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