



The Willows

STATEMENT OF PURPOSE

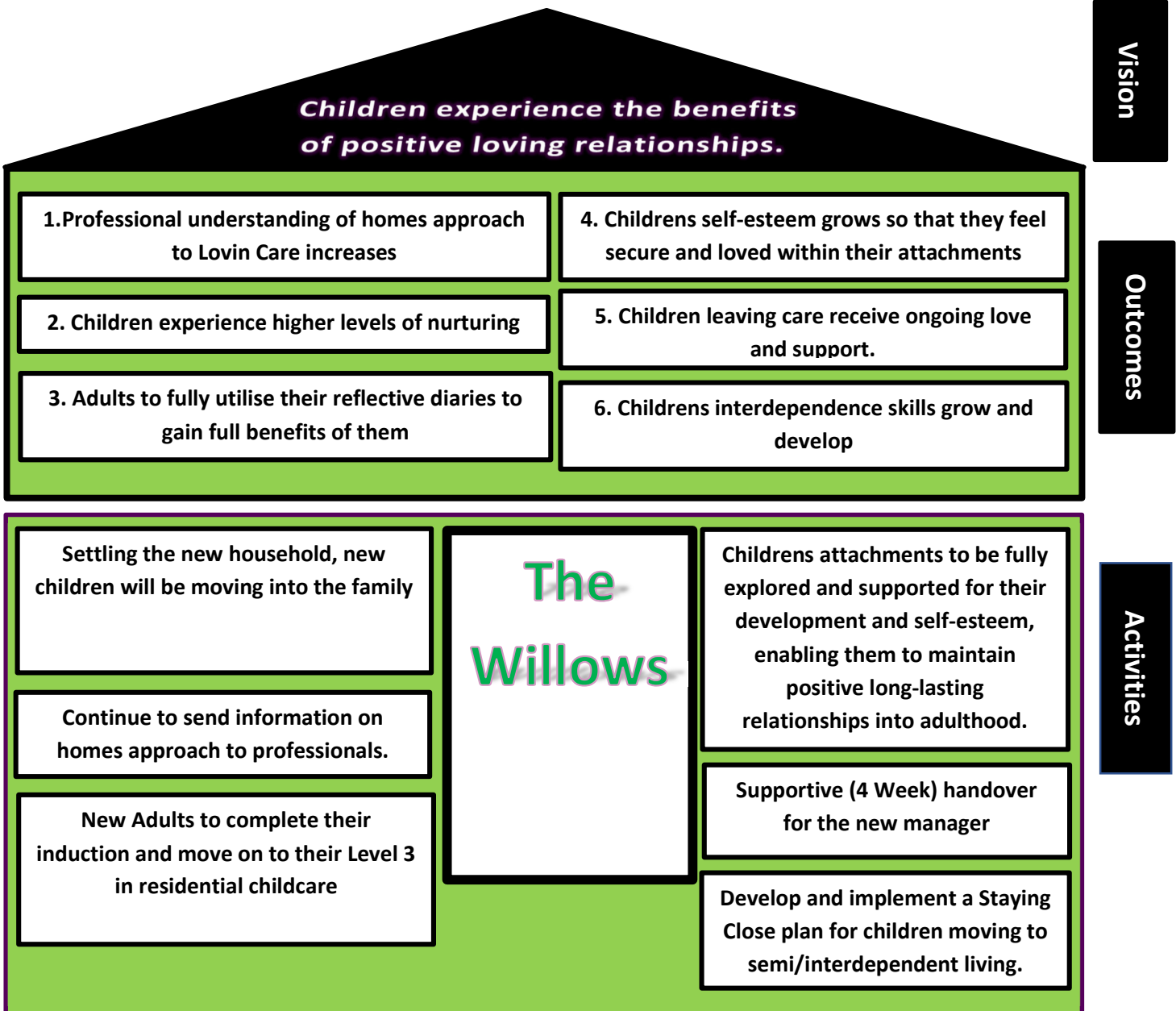
Child First Ltd

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Our Ethos and philosophy of care

The Willows believes in continuous improvement and strive to provide the best care for children. We are committed to using research* to develop our practice and have drawn upon messages that highlight the benefits of love on childrens mental health, resilience, and outcomes. Consequently, we are seeking to transform our already good care into Lovin Care. This Theory of Change sets out how we will embed and evaluate this.



We provide a home for up to 5 children of mixed gender between the ages of 8 to 18 who may have experienced a chaotic early family life, which may have included abuse, neglect, and exploitation. They may not have yet developed sufficient skills and resilience to overcome these life adversities, developing the life skills they will need to help them to build a strong foundation for a better future.

We can care for children with a range of associated behaviours which may include running away, substance misuse, criminal activity and anti-social behaviour, sexualised behaviour, self-harm, aggression towards others and environment.

Children are likely to experience low self-esteem and may have significant difficulties in regulating and managing their emotions. We can consider children who have associated needs such as ASD or ADHD or a mild learning difficulty.

In some circumstances, we may be able offer a home for a child outside of the specified age range and would seek agreement from Ofsted for this.

*Footnote research references

Smith, M (2009) Rethinking residential childcare: Positive Perspectives

Sutherland, M (2007) What every parent needs to know; the incredible effect of love, nurture and play on your child's development

Steckley, L & Smith M. (2011) Care ethics in residential childcare: A different voice

<https://www.unicef.org/stories/science-of-love-in-childhood> (Daniel J Siegel part)

The Willows

The Willows is a spacious five bedroom home situated in the seaside town of Worthing. We are not set out to provide care to children who have physical disabilities or with impaired mobility; therefore, no adaptations have been required outside of its current design and purpose.

There is a large lounge on the ground floor with the. There is a games room which is used for home education, arts and crafts, indoor games such as board games, a gaming station and computer. Alongside this, there is a kitchen and a dining room. There is a utilities room where the washing and drying machines are. There is a separate adult space in which administration records and medication can be safely stored. Upstairs there are five spacious bedrooms with en-suites for the children, two sleep in rooms with en-suites for adults, and a small room for adult supervisions. The children can choose their colour schemes and soft furnishings within their bedrooms and encouraged to personalise their space further as they wish. There is also a separate bathroom and WC. There is a private, enclosed garden with a summer house.

The Location of the Home



The local beach and a range of local amenities inclusive of shops, a library, community centre and range of youth clubs are situated within a short walk from the home. There are good transport links with bus routes and a railway station supporting links to larger town nearby such as Brighton and Chichester that interlink to the Southern Railway Network supporting travel to further afield.

Worthing also includes Schools and Colleges and libraries, as well as offering a broad range of Arts and Leisure facilities to support and encourage the children's interests.

Worthing is positioned near the beautiful South Downs, where the children can access the countryside and enjoy the local wildlife alongside outdoor activity centres and farms.

The arrangements for meeting the Cultural, Linguistic and Spiritual needs of the Children

We promote equal opportunities and anti-racist stance. We are committed to promoting equality of opportunity for the children encouraging individuals of every social class, religion, race and disability (including special educational needs) to achieve their full potential.

We aim to provide an environment and resources to address the needs and values that arise in individuals from varying social and economic, ethnic and cultural or religious backgrounds. This includes keeping links with the child's family and significant others along with their home communities, fostering an awareness of and a willingness to discuss topical issues around cultural identity, race, religion and gender.

Children will be helped to deal with negative experiences if they occur, both within the home and in the wider community. Adults will model anti-discriminatory behaviour, including addressing overtly prejudiced behaviour where appropriate.

The Registered Manager ensures that appropriate discussions take place with both the child and their primary carer to identify their specific individual needs, and action required to enable this information to be included within the initial placement plan.

Discrimination is unacceptable and will be challenged through supporting the victim and helping those responsible to understand and overcome their prejudices. We do not discriminate against a child or their family, or prevent entry to our home, based on a protected characteristic as defined by the Equality Act 2010.

These are:

- disability
- race
- gender reassignment
- religion or belief
- sex
- sexual orientation
- age
- pregnancy and maternity
- marriage and civil partnership

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity supporting the child's ethnicity, and linguistic needs.

We aim to:

- Provide a positive environment for individuals to explore their own identity and build their self-esteem free from negative attitudes and stereotypes which could limit their potential
- Protect children from stereotyping, sexism, racism, sectarianism, ageism, and disability discrimination
- Include all children in the home without prejudice
- Ensure all adults understand differential needs in a diverse and multicultural society
- Promote equality and value diversity
- Promote the child's religious and associated needs through their day-to-day arrangements
- Promote effective communication systems to overcome and support linguistic barriers

Access to our Complaints Policy

It is our aim to support an environment where we are open to scrutiny and challenge supporting the development and in maintaining the quality of the service. Complaints and suggestions can be made in different ways; parents, adults and significant others can contact the home directly to discuss their concerns. The child has the right to complain about any aspect of their care, they will also receive support to access an external advocate to support them in any aspect of the complaints process and will be assisted by the home in accessing this service. Complaints do not have to be made in writing, but if they are not, should be recorded by the adult receiving the complaint, which should be checked and where possible counter signed by the complainant to confirm accuracy. No person who is the subject of the complaint will take part in its consideration or investigation except at the first stage where an initial resolution can be reached if the home manager considers this to be appropriate.

All parents, carers and Local Authorities with an interest in the homes will have access to our complaints and suggestions policy, this information is also outlined within our Children's Guide to the home.

The home manager will ensure that:

- The Children's Guide is provided to the child prior to or upon moving in that holds written information of this policy containing details of how to access childrens rights, Ofsted and other support services
- The complaints policy is explained to the child upon moving in
- Ensure the child has regular opportunities to discuss any aspect of their care
- House catch ups are held regularly to support the children to raise a complaint as a group or individually
- Have access to a telephone and at any point may raise concerns about the home with, for example, their social worker, parents, or Ofsted
- That adults will advocate and support a child to raise a complaint in the home or in relation to an aspect of their wider care plan

All complaints should be directed without delay to the home Manager:

The Willows

Manager – Henry Crosby

Tel: 01903 211277

Email: henry@child-first.co.uk

Alternatively, complaints can be directed to the Service Manager via our Head Office:

Oyster House

Service Manager and Responsible Individual – Matt Langley

Tel: 01903 282031

Email: matt@child-first.co.uk

Access to Safeguarding and Behaviour Policies

A request can be made directly to the home or via Head Office to access an e-copy of the following policies:

- Safeguarding and Child Protection Policy
- Child Sexual Exploitation Policy
- Radicalisation and Extremism Policy
- Whistle Blowing Policy
- Behaviour Management Policy
- Physical Intervention Policy
- Bullying Policy

Children's Views, Wishes and Feelings

We ensure that the childrens feelings, wishes and views are central and we will advocate and support them to have a voice and feel heard. Our principle is to listen to the children, taking their views into account, they must be provided with information supporting their decision making and understanding of their day-to-day life in the home and in considering their wider plan of care where we will advocate for them. The children will also participate and contribute to the ethos, environment, and routine of the home.

The Home Manager must ensure that adults:

- Seek, consider and where possible, act upon each child's wishes and feelings in relation to decisions about their care and welfare
- Regularly consult with the children seeking their feedback, about the quality of the home's care
- Explain to the child how their wishes and feelings have been considered offering explanation around decision made
- Support and encourage each child to express their wishes and feelings, accessing specialist support to promote communication where required
- Offer explanation to each child about how their confidentiality will be respected and the circumstances when this will be overridden
- Help each child to prepare for meetings to review their care supporting them to voice their wishes and feelings

Children's Guide

We provide a guide for the children which gives an overview of what the child can expect whilst living with us. The children's guide is age appropriate, accessible and sets out a summary of the Statement of Purpose, how to raise a complaint and how children can access advocacy support and details contact information for the Office of the Children's Commissioner amongst other helpful contacts. We will ensure that a copy is shared with the child before they move in and spend time with the child to discuss the guide, allowing the child the opportunity to discuss its contents and ask any questions they may have.

Care Planning

We will involve and encourage the child to contribute to their support plan. We will encourage and support the child to participate and contribute to meetings surrounding their care planning and reviews, providing appropriate explanations and choices about their day-to-day life. Children can access their plans and reports through their own Clearcare logins.

House Catch ups

We have regular house catch ups where the children and adults get together to chat about a range of topics such as the home, relationships, ideas, and issues. The adults encourage each child to use this time to develop their communication and problem-solving skills.

Advocacy

We will ensure that the children are aware of the role of an advocate and their right to access advocacy, to support them if they wish to raise a complaint or make representations about the care offered by the home or the Placing Authority. We will support the child in accessing an advocate where this is their wish and assist the child in preparing for a visit from their advocate to assist them to express their views, wishes and feelings about topics they wish to discuss around their care.

Children Rights

We will ensure that the child is aware of their rights as a child looked after providing contact details of how they can access the Children Commissioner for England; supporting the children to access their services for advice and guidance on their rights and advocacy services. All enquiries, advice and assistance for children in care, living away from home or receiving social care services, can be made via the advice pages located on their website using the contact details below:

Website: <http://www.childrenscommissioner.gov.uk/about-us/contact-us>

Address: Children's Commissioner for England, Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT

Tel: 020 7783 8330

Arrangements to promote Anti-Discriminatory Practice in respect of Children and their Families

We are committed to ensuring that we promote an environment that provides equal opportunity for the children, their families, adults, and any visitors to our home. We recognise that discrimination is unacceptable, and we ensure that no children or adults receive less favourable treatment or facilities on the grounds of age, gender, disability, race, colour, ethnic origin, religion, or sexual orientation.

We believe that discriminatory behaviour is learned and exists due to the purpose it can serve for individuals, cultures, and institutions. Anti-discriminatory practice therefore needs to be proactive, dynamic and involve everyone. We recognise that we have a responsibility to promote the child's identity, they are entitled to be treated with upmost respect by adults and other children and failure to do so is unacceptable.

We will not tolerate any form of racism from adults, children, their families, or visitors. Adults must challenge any racist comments or any form of racism and if deemed necessary, police advice may be sought. Adults have a responsibility to educate the children and will actively promote anti-discriminatory practice with appropriate consequences imposed in line with the positive Behaviour Policy to combat discrimination/racism.

Many of the children we care for will have experienced disruptions in their education impacting on their learning, confidence and self-esteem. We will work in partnership with professionals in creating educational packages that are supportive to the individual assessed needs of the children in sourcing appropriate programmes that supports their engagement and achievement in working towards reaching their academic potential.

Referrals and moving into the home

A matching process and impact assessment is undertaken in considering each child referred to the home, as part of this process we aim to establish the Local Authority's plan and arrangements proposed for the provision of education. Where possible we request that the planning is initiated prior to the child moving in to minimise any delay in commencing education.

The manager will assist wherever possible, exploring potential education placements or packages to identify the most appropriate provision for the child. This should be undertaken in consultation with the social worker and virtual school taking into consideration the individual needs and preferences of the child, their educational history, records, and recommendations, made by the Placing Authority Local Education Authority officers and professionals. Their support plan will provide details of the child's needs and the arrangements to support the provision of education.

The options are:

- Full-time mainstream school
- Part-time mainstream school plus part-time out of school education
- Alternative specialist education provision or bespoke package
- Tutoring programme
- Full time college or apprenticeship programme

Where a child has been out of education, we will acknowledge the factors that may pose a barrier to re-engaging in education. In these circumstances a step-up programme will be agreed as a measure to support reintegration into education.

The home manager and adults will support the child in the following ways:

- Support a routine that promotes education
- Ensure that they are up and fully prepared for their education each "school" day, this includes being washed, dressed in required uniform, fed and with the correct equipment needed for the day ahead
- Adhere to the requirements of the home school agreement
- Provide the child with facilities and an environment that assists them to undertake self-study and ensure that any homework set is completed on time, with support from adults being available where required
- Ensure that each child has an Personal Education Plan (PEP) which is prepared and reviewed termly and supported by the home
- Recognise educational achievements through praise and reward
- Access resources and opportunities to support the child's education
- Maintain close contact with education adults in line with a good parent supporting the home/school agreement
- Attending parents' evenings, meetings, and other events at school
- Ensuring that social workers and natural parents are kept aware of progress, and keeping up to date records of educational progress, engagement, and attainment

Where a child may be prone to frequent absences from school, the home will maintain close communication with the school/college. Where absence remains a concern a planning meeting will be called, to enable a review of the care plan and to explore strategies to improve attendance.

Arrangements for Special Educational Needs

Some of the children in our care will have an Education, Health Care Plan (EHCP). Sometimes this is based on academic needs, but more usually connected to behavioural, emotional and/or social difficulties. Where a child has an EHCP the home manager and adults will work in partnership with the Headteacher, designated SEN and school staff in meeting the objectives of the statement. The local authority is notified of the child's admission to the home along with details of their authority and educational needs. A copy of the EHCP is requested as part of our referrals and admission process to be held on the child's Clearcare.

We ensure each child has a variety of opportunities to participate and engage in a range of leisure, sport and educational activities as well as supporting the child's interests and hobbies. We realise that it is vital to provide positive experiences which promote healthy lifestyles and to support the children in developing self-esteem and awareness to manage their free time positively.

The children are encouraged to contribute their ideas and views through regular house catch ups and through discussions with the adults, assisting adults to identify and develop their interests as well as being able to contribute their suggestions in the planning of activities planned within the home and the community.

We have a range of computer and training materials to support coursework, CV and application writing. Children are encouraged to utilise their talents and interests and every effort is made to ensure that adult time and resources are available to enhance a child's interests. We are aware that this can help promote resilience and self-worth in children at this critical stage in their lives.

Planning of activities

All children will be encouraged to participate in regular exercise, recreational, social and leisure activities in a group and individual basis within and outside the home. The children are encouraged to take part in planning and accessing a range of activities and leisure interests which take account of their race, culture, language, religion, interests, abilities, and any disabilities. Leisure interests and talents are detailed within the child's support plan. Where applicable, these interests are discussed within placement planning meetings and reviews, considering how we aim to encourage and financially supporting these interests.

Access to television, films, games consoles and internet

Consideration will be given to individual circumstances when children watch videos and television, use computer games, and access the Internet. Videos, games consoles and computer games may be watched/played only by the children in the intended age range. Where there are younger children in the home, videos must be certified as suitable for the youngest child. We will not have videos or games certified as suitable for over 18's only. The adults will ensure that the systems are in place to safeguard the children when they are computer networking or on the Internet, in line with the company's E-Safety policy. The adults monitor that the children spend a realistic but well-balanced proportion of their time accessing screens versus engaging with alternative activities.

Health

We will provide opportunities that support the children to participate in a range of positive activities that contribute to their physical and emotional health. The children are supported to have prompt access to doctors and other health professionals, including specialist services, where required. Their health is promoted in line with the assessed needs identified in their LAC Health Assessment and support plan along with the arrangements for consent for medical treatment. The child's wishes and feelings are sought in all aspects of their health care and the adults will advocate on behalf of the child.

Clinical supervision

Our model of care is attachment and trauma informed which is supported through input by a psychotherapist. The home managers receive monthly clinical supervision provided by experienced consulting psychotherapist. The aim of this additional supervision is to provide a forum to promote reflective practise and for the manager to discuss individual children; informing approaches and strategies to support the children.

Positive Relationships

We will help the children to develop constructive skills to support them in making informed decisions about their lives through providing space to reflect on their choices and actions that contribute and maintain the difficulties they encounter in everyday life providing them with insight and empowerment, leading to change.

We believe that developing our care into Lovin Care has the power to transform childrens lives. The benefits of this includes:

- Gaining an understanding of healthy loving relationships
- Increased self-esteem
- Positive development of identity
- Increased resilience
- An ability to form healthy adult relationships later in life
- Forming strong bonds that last beyond the home

The Arrangements for seeing family

Time with family is discussed at the referral stage to ensure the arrangements can be effectively managed by the home to support the child to see their family and significant others. This is of great importance where the child is living out of their home county, where there may be specific requirements that may need consideration as part of the referral process to ensure the plan can be met. The child will be encouraged and fully supported in maintaining contact with parents and siblings, in line with the arrangements set out in their support plan taking into consideration any Contact Orders or Child Protection plans that may be in place.

All time spent with family will be undertaken in line with what is agreed by the Social Worker and clearly detailed within their support plan, outlining the arrangements around the level of supervision required, the venue, its frequency and the type of contact agreed. Wherever possible visits will include engaging the family in structured activities in the community or within the home.

Protection of Children

Our approach to the monitoring and surveillance of children

We have CCTV sited in areas of the home aimed to promote the safety of the children and adults. The cameras installed cover exterior areas of the building which include side paths and building entrances and exits and the internal adult's room. A copy of footage will only be made if this is required, as evidence in connection with a criminal or child protection investigation.

We do not have waking night adults in place. Therefore, it is deemed necessary to have a motion alarm system, which covers the hallway and landing areas of the home. The system is set by adults retiring to bed at 23.00hrs or thereafter and remains turned on until 07.00hrs the next day. The system alerts an adult through a buzzer sounding from a panel sited in the adult sleep-in room. This enables adults to get up and check on the children, managing the safety and wellbeing of the group throughout the night, as well as safeguarding against the potential risk of a child leaving the house during the night.

Written consent is sought when children move in, which is signed by the child, parent and social worker. A copy of this record will be held on Clearcare.

Our approach to behaviour management

We are committed to raising the awareness of each child's understanding of socially acceptable behaviour and taking responsibility for their actions. Reflective discussions are used to help the child explore triggers and consider ways to manage negative behaviour to reduce risk of a further incident of this nature occurring. The adults use a restorative approach to addressing behaviour working towards a positive resolution. We encourage children to reflect on their behaviour, how they felt and the impact this may have had on others with a focus on encouraging them explore how they can make amends for their actions.

Adults will be positive parents who focus on reinforcing positive behaviour through praise, positive feedback, incentive and reward schemes.

We have clear expectations and boundaries and encourage everyone to treat each other how they would like to be treated, with dignity and respect.

The house catch ups provide a safe forum where the adults can support the children in addressing issues related to group dynamics supporting the child to problem solve and peacefully resolve conflict in responding to the challenges of group living. The children are likely to have little experience of how to resolve and work through conflict to achieve resolution; therefore, adults provide valuable support assisting them to develop these skills.

We will help the children to develop socially aware behaviour that supports them to achieve the best in life. Whether this is work or play, or through our friendships and close relationships, we all require a range of practical and emotional skills to navigate our way through life. Many of our children may not have benefitted from positive adult role models, we believe that through building and maintaining relationships with children that are unconditional we can provide a stable base, security and develop long lasting secure attachments.

We will help the child to develop, and benefit from relationships based on mutual trust and respect, an understanding about acceptable behaviour modelled through our responses to others in the home. We will support their social, emotional and behavioural needs helping the child to develop socially aware behaviour, encouraging the child to take responsibility for their behaviour, in accordance with their age and level of understanding. Through assisting each child to develop skills that they can use to resolve conflicts positively and without risk of harming others we will communicate our expectations on their behaviour. We will try and help the child to understand how past experiences can impact on their actions and choices they make. The adults will help the child to develop skills that will help them to self-regulate and self-soothe gaining an understanding of how to manage their emotions.

The use of rewards and incentives as well as consequences forms part of the method we use to address negative behaviour and reinforce and encourage positive behaviour. This is used alongside praise, which is used to recognise the smallest achievement, ensuring the child feels valued and loved. Through reinforcing positives, this supports the child to develop a healthy self-awareness, allowing them to recognise and feel good about their successes developing their self-esteem and self-confidence.

Where a consequence needs to be given, this will be discussed as part of a reflective discussion where the child will be involved in the decision-making process enabling the child to learn from their experience.

Whilst it is the right of adults to press charges if they are assaulted, we ask wherever possible and given the opportunity, that the adults affected allow a twenty-four-hour cool off period, to enable a full debrief to take place before deciding to press charges, providing an opportunity to reflect on the incident considering the impact it had on the adult and the child or children involved. We promote a restorative approach in line with our policy 'Involvement of Police' with the overall view that wherever possible, we want to avoid criminalisation of the child and will consider a range of alternative consequences to address the behaviour of the child as an alternative in making amends for what has happened.

Our approach to physical intervention in relation to children

In preparing for the child moving into the home, effective planning is undertaken in understanding the childrens behaviour and risk of significant harm or injury to self, others. We also consider whether the child's behaviour can be effectively managed within our home in line with our Statement of Purpose. A matching process is undertaken in considering the impact of a child if they move into the home, considering the overall impact and risk management if we are to proceed with offering a home to the child. As part of this process fuller information may be gathered from referral documentation and in talking to professionals, previous care providers and the child where possible, informing our understanding of triggers, early warning signs to support clear strategies and protective factors to be identified in managing risk.

All keeping me safe from forms are reviewed monthly or following a serious incident occurring where alternative strategies to manage risk may need to be implemented or a safety plan considered.

Provision for adult training and monitoring competency

All adults are trained in methods of behaviour management, including the use of physical intervention and restraint that are agreed by the Home. Child First uses PRICE (Protecting Rights in a Caring Environment). This is a BILD Accredited method of training and intervention. Adults also receive specialised training to extend their understanding of the impact of childhood trauma on attachments and support the adult's resilience and skills in caring for children who display attachment difficulties, with this acting as a protective factor ensuring adults are adequately trained and supported.

Only adults who have received training in approved PRICE techniques may use physical intervention techniques in the home. All adults undertake a three-day course covering the law, breakaway, and physical intervention techniques, with an annual refresher being undertaken. PRICE trained adults may only use techniques that are approved by the home; such techniques should comply with the PRICE principles. All incidents where physical interventions have been used are subject to management evaluation to ensure methods used have been employed in line with procedures and trained methods.

Criteria for using Physical Intervention

There are different criteria for the use of physical intervention such as holding, touching and physical presence. Restrictive Physical Intervention is used with the intention of protecting the child and may only be used where there is significant harm to the child or another or serious damage is being caused to property which may cause harm. Non-restrictive physical intervention such as touching, or presence are less forceful and restrictive and may be used to protect children or others from injury or to prevent damage to property of a less serious nature with interventions such as guides escorting a child away from a situation in which they may place themselves at risk of further harm. This may include restricting a child's liberty of movement from one area to another. Prior to any form of physical intervention being used as a method of control, adults are required to risk assess the situation to assess whether it is necessary because there is a risk of significant injury to self or others or there is serious damage to property and that:

- The actions or interventions taken will be as a last resort
- The injury or damage is likely in the predictable future
- The intervention is immediately necessary to prevent significant harm
- That any force or intervention used is the minimum necessary to achieve the objective

A child can be prevented from the leaving the home if it is felt they are at risk of significant harm in the following circumstances:

- Sexual exploitation
- Use of drugs or other illicit substances
- Gang related activities

This restriction of the child's liberty will be for the minimum amount of time possible and in response to immediate danger. Adults will ensure that in the recording of this incident they clearly outline all the steps they have undertaken to prevent the need to restrict the child's liberty using physical means.

Leadership and Management

Since Child First was initially developed in 2000 by the Directors, the service has been restructured and developed to reflect the changing needs of the local authorities and the requirements of legislation and changing standards of care. We have remained a small, focussed service for children. We are committed to the ongoing development of the quality of care being provided with our main aim being to make a positive and lasting difference to the lives of the children in our care, so they can thrive.

The structure of Child First and The Willows

Directors

Terry Goble (Secretary)
Aimee Ryan Gordon Kelly

Service Manager

Matt Langley – Responsible Individual

Head Office Personnel

Sam Green	Tula Rajwani	Nicola Orchard	Shaun Maysey
Human Resources	Resource Manager	Company Administrator	Maintenance Manager

Management Team

Sarah Townsend Manager	Claire Jones Manager	Francesca Scotland Manager	Henry Crosby Manager	Dan Wilson Manager
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Head Office: Oyster House 55a Richmond Road, Worthing, West Sussex, BN11 4AG

Tel: 01903 216161 Email: info@child-first.co.uk

Registered Office: 62 The Street, Rustington, West Sussex, BN16 3NR

Registration No. 4018123

The Willows Adult Team

Please refer to our adult Training Record attached.

Responsible Individual

Matt Langley NVQ level 3 Health and Social Care Children and Young People & Diploma Level 5 Leadership & Management, Level 7 Strategic Business Management (Current)

Home Manager

Henry Crosby Diploma Level 3 Residential Childcare, Level 5 Diploma Leadership and management

Deputy Manager

CM Sociology BA (Honours), Managing Behaviour that Challenges Level 2, Diploma Level 3 Residential Childcare

Senior Adults

JBR Human Development and Family Studies – Child Development Concentration Degree, Psychology Degree, Diploma Level 3 Residential Childcare

SR – maternity leave Diploma Level 3 Residential Childcare

SG Diploma Level 3 Residential Childcare (Current)

Adults

AO Diploma Level 3 Residential Childcare

TD Diploma Level 3 Residential Childcare

AC Diploma Level 3 Residential Childcare (current)

BC Diploma Level 3 Residential Childcare (Current)

MH Induction (Current)

AM Induction (Current)

CW Induction (Current)

LC Incudtion (Current)

Our arrangements for supervision, training and development

Induction & Training

All adults are provided with a comprehensive induction programme which incorporates the Social Care Induction Standards produced by the Children’s Workforce Development Council and the structure of care in Child First. The purpose of the induction programme aims to inform and familiarise new adults with our ethos, underpinning theory, their role and the responsibilities expected of them in understanding and referencing to company policy and procedures covering the values and standards of care we expect adults to exercise within their role.

We provide a robust training programme which includes mandatory and foundation training which compliments the skills needed for adults to perform to a high standard. We are working with PACA Learning who provide training and assessment of adults who are working towards Diplomas at Level 3 and 5.

Supervision & Consultation

We recognise that good quality consistent supervision is essential and vital in offering support and motivating our adults in undertaking their role. The role can be demanding both physically and emotionally due to the nature of the provision, hours, and the type of children we care for. The structure of supervision contributes to meeting performance standards in line with the scope of their role as defined within their job description, promoting professional standards of care practise.

Adults are encouraged to keep a reflective diary to enable them to reflect on their days in the home and discuss this within their supervisions to support their ongoing development.

Appraisal

All adults have an annual performance appraisal during which an objective review is made of the adult's performance over the appraisal period, where plans are made identifying what is to be achieved during the next period. Feedback is sought from other adults, the children, families, and professionals on the adult as part of their annual appraisal. The structure of the appraisal meeting between the manager and the adult will provide the opportunity to reflect on the adults past performance balanced with discussing their future development.

A description of how the Home promotes appropriate Role Models of both Sexes

We place great significance on the recruitment and retention of adults, with a focus on the ongoing development and skills set of our current adults. Our focus is to continue to attract and appoint diverse and experienced adults to join our home. This will further enhance the quality and skills of the home collectively, providing a valuable and meaningful experience to the children.

We have a good balance of female and male adults in the home providing appropriate role models of both sexes.

Care Planning

We care for children who may display a broad range of social, emotional, behavioural, and special educational needs. The children will often have histories where they may have experienced emotional neglect, sexual and physical abuse, although this is not exclusive. They may have a poor experience of being parented and have trust issues with adults. The children may display several behaviours that require specialist intervention and support in managing and responding to risk.

Criteria for moving into the home

Our criteria for moving into the home is set out within this Statement of Purpose which defines our process on children moving in. A careful and considered approach is taken in identifying potential referrals that may be suitable for the home, the referral is shared and discussed with the Home Manager enabling a thorough assessment to be undertaken in considering what further information is required; informing our impact and matching assessment in making a final decision to whether we can offer a potential home.

A pre-admission risk assessment request is made to the child's social worker requesting key information which informs our impact assessment, which will form the child's initial keeping me safe from forms.

Where possible a plan will be made to support introductions, enabling the child to meet some adults or visit the home, supporting us to get to know the child and preparing for them moving in. The child's room will be prepared with new bedding and towels and a welcome pack which includes the Children's Guide.

We will personalise their room through soft furnishings in a theme and colour scheme chosen by the child once they have moved in.

The children will be informed of a child moving in, helping prepare them to welcome them to the home.

Moving into the Home

The child will be greeted by the adults and home manager. They will be shown around the house and their bedroom and provided support from adults helping them to unpack their belongings and settle into their room. The Manager or an adult will spend time going through the Children's Guide explaining its content and informing them about rules and routines of the home, what they can expect, the names of the adults as well as how to raise a complaint. This allows the child to ask any questions they may have and to reassure them about our expectations and hopes for their time with us.

The child's social worker will be expected to provide any relevant LAC paperwork before they move in along with signing the homes consent form and boundaries agreements on the day they move in. The Social Worker and Manager will agree with the

child, what the arrangements in place are around seeing family and friends and anyone else that is important to them, with contact details being fully provided.

Key health information and contacts must be provided with a copy of their LAC Health Plan along with information on known allergies or health needs. Prescribed medication needs to be handed over and signed into the home.

A copy of the last PEP should be provided and details of the plans for education discussed and agreed.

A planning meeting date needs to be agreed to take place within 7 days of them moving in and the date of the first statutory visit, alongside this a date needs to be set for their first Review date to be held within the first 4 weeks.

The Manager or an adult will give the child a tour of the house including eating arrangements and washing/ toilet facilities and fire drill and procedures.

An adult will spend time alone with the child to get to know them, getting to know their likes and dislikes, helping us with settling them into the home and feeling valued and welcomed.

The Manager or an adult will go through their keeping me safe from forms and support plan. The child will have their own Clearcare login to have full access to these.

Same Day Referrals

Where possible we aim to only have planned moves enabling a thorough referral, assessment, and matching process to take place. We recognise that the authorities we work in partnership with may on occasions ask us to consider same day referrals where the child may need a home without the usual level of planning and/or a full assessment process having taken place. We will only consider offering a home where we can feel assured that the impact of child can be managed safely in considering the holistic needs of our current children. We will base our decision on the referral information and risks identified to ensure that their assessed needs fall within the criteria for moving in, in line with the homes' Statement of Purpose and that it is not of a respite or very short-term nature, which may be considered as too unsettling to the children.

A child can move in during the evening or weekend following the initial referral being discussed and agreed between the Placing Authority, Service Manager and Registered Manager. A planning meeting must be requested, taking place within 72 hours to enable the full admission process to be undertaken.

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