

CROFT HOUSE STATEMENT OF PURPOSE 2020/21

STATEMENT OF AIMS AND OBJECTIVES

Introduction

Croft House offers two places in a comfortable town house set in the county of East Sussex. The young people will be admitted under the various provisions and sections of the Children Act (1989).

The purpose that exists for Croft House is to meet the needs of looked after young people of either gender between the ages of seven to eighteen years who may have complex needs. When vacancies exist, referrals are considered on individual merit and judgments can then be made as to how that young person would integrate into the current client group and the necessary skills/experience match that exists at that time with the staff team.

These core legislations form the regulatory context for Ofsted who inspect the Home at least twice per year. Following an inspection, a report is available which sets out the findings of the inspection and specifies any action required.

***The Responsible Individual (RI) and Independent Person (IP) are legally required posts. The RI is currently, Nicola Dann. The post of IP involves someone not directly connected with the running of the home making regular visits and compiling monthly inspection reports which are sent to Ofsted. These will be available for inspection.**

Responsible Individual: Nicola Dann. Email: ndann@headstartcare.co.uk

Acting Manager: Tom Lambert. Email: tlambert@headstartcare.co.uk

Independent Person: Angela Gunning

NB: This document is legally required and complies with The Childrens Homes (England) Regulations 2015.

Croft House, Headstart Residential Care, Tel; 01424 217943.

Please feel free to contact either Nicki (Registered person) or Caroline Melia should you require any further information.

AIMS

Headstart has a primary aim to provide a safe environment where no further harm will be caused. The home aims to provide opportunities for maximum growth in all areas of a young person's life. The home endeavours to proactively support the young people in moving forward with their lives whilst understanding and working with the difficulties they have experienced in their earlier years, such as: disruption, abuse or discrimination. We work specifically with young people with Autism and learning disabilities.

The Home will ensure that each young person's Individual Care Plan is followed with young people having a say on all aspects of their care being encouraged to express their wishes, views and beliefs

Headstart has a primary aim to provide a safe environment. The home will provide opportunities for maximum growth in all areas of a young person's life e.g., access to local activities, good education, promotion towards independence through lifestyle and independence training programmes.

Headstart Residential Care recognises that each young person is a unique individual with their own personal, family and social history. The staff team at Headstart will plan and support their individual needs, working with all necessary professionals, family members, networks and advocates as appropriate. The routines and policies of the home will be promoted to create stability and security, a safe and nurturing environment for the young people to develop their potential and move into adulthood.

Objectives

To provide a safe, nurturing environment that enables the development of resilience and promotes the abilities of the individual

- Each young person placed at Headstart is encouraged to understand and respect the values and traditions of the society in which they live and to develop an understanding of their responsibilities as young adults.
- To work in partnership and develop the young person's educational attainment, behaviour, growth and maturity.
- To challenge racism, sexism, homophobia and other forms of intolerance.
- To ensure the Health and Safety of young people placed at Headstart and to always meet their medical needs.
- To provide opportunities for education and to promote personal educational achievement.
- Young people supported to acquire skills to lead successful independent lives.
- To provide outcome based statistical evidence on a range of aspects linked to the engagement and experience and outcomes of the young people placed at Headstart.
- To provide opportunities for sporting, cultural and leisure experiences that develop the young person's confidence, talents and skills.



- To encourage young people placed at Headstart to understand and respect the values and traditions of the society in which they live and to develop an understanding of their responsibilities as young adults.

The range of needs of the children for whom it is intended that the children's care

Headstart Residential Care accepts young people between the ages of 7 to 18 and provides accommodation for up to two young people

Headstart accept young people who.

- Young people on the Autistic spectrum
- Young people with learning disabilities
- Break down from other placements and require a period of sustained and consistent boundaries to stabilise their lives.
- Require increased and consistent supervision and monitoring.
- Young people working towards a positive independent future.
- Young people who display verbal and physical challenging behaviours

Young people we are not offering a placement will present some or all of the following needs.

- Have physical disabilities requiring adaptations or use of specialist equipment such as hoists and wheelchairs
- Are convicted sex offenders

Headstart does not admit young people who are suffering from psychiatric illness which requires treatment programs outside of the scope of the service and neither is the home equipped to deal with young women in the last few months of pregnancy. Regrettably, the design and layout of the home means that it would not be appropriate to place a young person with a limiting physical disability either.

We have a staff team who provide therapeutic input, have an understanding of Autism and ABA, are motivated, passionate and committed to working with young people. To encourage them to express themselves positively, and to help and assist them understand their condition, support in education, behaviour and resilience.

Details of the children's home's ethos and the outcomes that the children's home seeks to achieve and its approach to achieving them

Our ethos is to provide high quality therapeutic residential care to young people between the ages of seven and eighteen years. Our home provides stability and care for up to two young people, male or female, who are on the autistic spectrum, have learning disabilities, emotional/behavioural difficulties or challenging behaviours.

We have a team of therapists who work across our care homes and support our staff and young people.

Our in-house Thrive practitioner works closely with all the care staff, providing strategies and plans to support the child's development. Staff are trained in ABA and Autism.

We provide individual care plans tailored to meet the needs and requirements of each young person. Young people are always supported in the pursuit of their own interests and the staff are committed to working with each young person in their participation of leisure activities and appropriate social interaction locally.

Our staff can provide care and support to young people who may have experienced abuse, neglect and exclusion in the past. Young people may display anti-social, challenging and oppositional behaviours. We recognise that many young people must regain control of their lives and their behaviour and we provide the necessary structure and boundaries to enable them to do so.

We do this by working with our therapists, integrating the therapeutic support needed into all we do within the home. We teach guide and empower our young people to make choices within a safe proactive environment facilitating exploration of their growing awareness and their place in society. It is our belief that our that positive feedback and reward enhances self-esteem. We therefore try to discourage negative behaviour and consistently reinforce positive attitude and behaviours

Young people who are placed at Headstart may well attend Headstart school if not a mainstream school or college. We have close links to Headstart school, Ninfield. A small special school specialising in children on the Autistic spectrum. Headstart School offers an excellent broad curriculum of courses and therapeutic support. Giving us unlimited access to the school playing fields and farm, and acres of outside space, 365 days a year.

The arrangements for enabling children to enjoy and achieve, including how the children's home promotes their participation in cultural, recreational and sporting activities

The activities on offer at Headstart are chosen by the young people in their meetings and recorded on activity planners. Such activities include

- go-karting, motor biking, kite surfing, cycling, walking, canoeing, snooker, pool, ten pin bowling, ice skating and boxing, horse riding and dance and music lessons to name a few.
- UPDATE: Due to the current COVID 19 pandemic and the government rules for social distancing the majority of the leisure activities in the community have been closed however as the rules are starting to relax, we are hopeful that it will not be too long before the young people can enjoy the above listed leisure activities. Currently the young people are enjoying playing football, rounders, long walks in the local woods, picnics, geo cashing, board games, bingo, come dine with me evenings, baking competitions, quizzes etc.

In addition, activities organised within the home, charity and sports events are arranged and young people can participate and feedback on these events. Young people also list their preferred activities, and these are considered in their meetings. It is the view of the home that all young people will be supported in their chosen activities, which are assessed to be safe by the home.

Recreational programmes are varied and interesting and available to all.

Cultural events are celebrated and engaged with at the home. Regular cultural evenings will be held where young people will be encouraged to research and participate in different cultures.

Young people are supported by staff to make choices on events and participation. Staff also ensure arrangements are in place for all planned activities from money and transport, to registering with clubs and activities ensuring these events take place. Staff support young people directly and will go with them to clubs and activities and also develop their skills to attend alone where deemed appropriate.

With our sports and activities-based ethos, staff are always expected to take part in all events with young people rather than just watch from the side lines. This gives young people more confidence, creates better relationships and forms a participation culture.

The participation of young people is monitored weekly. These reports assist the sports coach to pick up on individuals whose engagement is low.

In these cases, the sports coach engages in one to one with the young person or supports the home in improving engagement on activities and sports events.

Recreational and sport programmes are followed with the young people's agreement. We will endeavour to support and promote competence and talent, by seeking further support and training and opportunities to compete if necessary.

The arrangements for supporting the cultural, linguistic and religious needs of children accommodated in the children's home

The staff team within Headstart will always actively support young people in pursuit of their beliefs and cultural backgrounds to maintain their cultural identity, whether that is by providing a certain choice of food or preparation of food, or by ensuring that the young person has transport to and from their chosen place of worship. We would also support them through access to people with similar backgrounds and via local amenities such as social groups or churches, etc.

In meeting the needs of young people from other ethnic groups and to combat racism within the home, we aim to create a stable, accepting, caring environment, which will help to:

In meeting the needs of young people from other ethnic groups and to combat racism within the home, we aim to create a stable, accepting, caring environment, which will help to:

- Enhance the young person's self-esteem.
- Provide the young person with coping strategies necessary for living in a society where they may experience racism, stereotyping and prejudice.
- Allow the young person to develop the religious, cultural and linguistic skills, which will enable them to be accepted by and participate in their local and home community.
- Create a climate where racial and religious differences are acknowledged and valued and discussion about racial issues is actively encouraged rather than ignored. Allow visiting parents, relatives and friends to feel comfortable and supported in the maintenance of contact, regardless of race, religion, or class.
- Provide a range of multi-cultural books, pictures and magazines. Also, attention will be paid to meet choices of food, taste and its preparation.
- Provide appropriate health and hygiene support and care when necessary. Staff ensure of products or type of physical care should feel able to seek advice. Headstart has access to a wide range of specialist shops and hairdressers within the town in support of young people's needs.
- Young people will be supported to practice any religious faith they wish to choose or any cultural norms for their society.
- Encourage acceptance of the young person's race in a positive way and not dismiss their race and colour as insignificant.

The arrangements for promoting contact between children and their family and friends

We always encourage contact with young people's families and significant others where appropriate, as we recognise the importance of maintaining links.

These contact arrangements detailed within the young person's Care Plan. Contact with the young people's families and significant others will always take account of the best interests of each individual and any arrangements will include the input of the young person themselves.

We like to promote contact, but we must have adequate notice to ensure good planning and support for both before and post any contact. The name, address and phone number of the person being contacted will be requested, we will then advise the relevant placing authority as applicable and gain consent from them.

Alternatively, we can arrange for a young person to travel by train, plane or ferry. If parents visit from a long distance, we can organise accommodation in the local area. At Headstart we always provide a welcoming and friendly atmosphere, which we believe, is important to achieving individual aims and to facilitating the role of the parents in the young person's future.

Friends, be it from the past or local acquaintances, can visit the home after being arranged through staff. The rationale behind this is so education is not disturbed with visits during school timetables. The diary is checked for any other activities or visits to ensure support. Staff will consider any safeguarding concerns, address permissions granted as well as ensure any preparation required happens prior to the visit agreement as well as visits by, and to, family and friends, we also encourage other means of contact such as telephone calls and letters. Mobile phone top up credit is provided, and a phone can be provided.

They can also contact their Social Worker during the week. This will be pre-determined by the Social Worker. The home will supply all stationery and stamps should a young person want to write to family or friends. In addition, family members and significant others will be encouraged to participate in Care Planning and Review meetings.

The views of young people, their parents and placing authorities are sought and considered in the development and operation of the home.

Headstart has vehicles used by staff to transport the young people for various reasons including medical, educational, recreational and family contact appointments. Having the constant access to a range of vehicles also means that

Headstart can deal quickly with emergency situations when young people must be collected (e.g breakdown in family contact; missing from home, etc.).

UPDATE: Due to the current COVID 19 pandemic and the government rules for social distancing contact with family has been visitors are not to enter the home, to reduce exposure and the risk of contamination to objects, such as door handles. Croft house has been facilitating young people's contact with professionals by phone and video calls where possible.

Contact with family members has bene facilitated using video calls where possible.

When a visitation has taken place with a professional or family member, several key elements have been carefully considered and authorised by a member of the management team.

What has been considered is where the contact is to take place, the exposure levels of the visitor, whether the visitor has symptoms, recently had symptoms, been in contact with anyone who has had symptoms. If staff are to support the contact, to ensure that during the contact, social distancing is to take place where possible, ensuring the minimalization of exposure where possible. Should the contact require travel, this is to be done by staff, if possible, to the location and for the visitor to meet there, not for the young person or staff to travel within the car of a visitor.

A description of the children's homes approach to consulting children about the quality of their care

The staff at Headstart are expected to work in partnership with young people to develop an ethos, which balances each individual's rights and needs with the needs of the group. They believe that the more involved young people are in influencing the day to day running of the home the more they will feel heard and respected and the more they will benefit from their time at Headstart.

Each young person is allocated a key worker and is offered at least one keyworker session per week. This time will be spent looking at aspects of the young person's placement plan, current issues, behaviours, concerns and progress and will also offer the young person the opportunity to comment on how they are cared for and how the home is run.

In addition, the young people have regular meetings with staff at which there is an agenda and any issues can be raised. Minutes are taken at these meetings.

Staff consult with placing Social Workers and other professionals involved with young people about the overall running of the home.

Young people are involved and consulted in relation to all aspects of their lives within Headstart, their community as a whole, their future and their role within family and society through:

- Full involvement in all meetings
- Both planned/unplanned Placement Plan sessions
- Key Worker weekly meetings
- Reviews
- Regular young people's meetings
- Menu/activity planning.
- We would endeavour to keep young people with their own GP, if this is not feasible, to be registered with the local group practice.
- Encouragement and support to have regular visits to dentist and optician will always be encouraged and supported.
- The right to follow their own religious beliefs and the opportunity to attend the church, mosque, temple or other place of worship commensurate with religious beliefs is always identified and supported.
- Each young person will have an individually focused Education Plan tailored to meet his or her academic needs.
- Each young person is encouraged to, and supported by staff, in contacting the Children's Rights officer, advocate and/ or their IRO if required.
- As part of the admission and welcoming process, each young person is given the contact details of Children's Rights, a copy of the home complaints policy and has the complaints procedure clearly explained to them. They are encouraged to share any concerns they have within the home either personally or anonymously if they are more comfortable to follow this route.
- The young people can have access to a telephone to make private phone calls as required subject to their individual risk assessment.
- The young people at Headstart receive an independent debrief after going missing.
- Written consent is sought by the young people we support to ensure they give permission for any external visitors to inspect and access their care plans.

A description of the children's homes policy and approach in relation to- (a) Anti-discriminatory practice in respect of children and their families; and (b) Children's rights

Headstart is committed to providing a living environment in which young people and staffs can realise their full potential and to contribute to the home's development irrespective of their gender, race, disability, sexual orientation, marital status, part-time status, age, religion or belief.

We value the differences that a diverse group brings to our home. All young people will be treated equally, with respect and, in return, the staff group expect to be treated in the same way.

Headstart is part of an organisation that is committed to equal opportunities and anti-discriminatory practice, both in terms of the staff it employs and the children and young people it looks after.

All staff at Headstart have equal access to training, supervision, support and promotional opportunities. Stereotypical thinking in relation to age, gender, sexual orientation and able-bodied status will be challenged. None of these issues of difference will affect an individual's position within the home or their access to achievement.

Similarly, all young people looked after at the home will have equal access to the benefits and opportunities available. It is recognised that on occasion, young people will behave in a way that attracts consequences. If and when this happens, the consequences will be applied consistently and fairly and in line with the guidelines provided by the Department of Health. Staff are clear that the purpose of the use of consequences with young people is to promote change rather than punish.

We believe that all people - colleagues, young people and visitors - should be treated with respect. Disruptive or offensive language or behaviour will not be tolerated and will always be challenged. When young people perpetrate such incidents, they will be dealt with in a way that promotes better understanding and encourages a change of attitude and behaviour. If young people are subjected to discrimination, they will be offered protection, comfort and support.

We believe that all young people are equally entitled to have their needs met and to be free from abuse and exploitation. Each young person will have a keyworker who will explain to them their rights as a looked after child and will consistently ensure that these are being met. There will be regular meetings between staff and young people where the issue of children's rights will be addressed to ensure that young people feel that they are being consulted, listened to and treated equally and fairly. Equality and diversity are also included in the care planning to ensure individual needs are fully considered and met to reduce the likelihood of any discrimination through lack of knowledge or understanding.

Staff receive training in equality and diversity as part of our anti discriminatory practice.

A description of the accommodation offered by children's homes including-

(a) How accommodation has been adapted to the needs of the children cared for by the children's home

(b) The age range, number and sex of children for who the home is intended that accommodation is to be provided

(c) The type of accommodation including sleep accommodation

Headstart Residential Care, Croft house, is located in a quiet residential area of Bexhill approximately two miles to the main town centre and the seafront. Bexhill town is well served with main road and rail links. There is also a local bus service. Bexhill is extremely well resourced with leisure facilities, including swimming,

skating, multiplex cinemas, bowling etc. Given its reasonably rural location, there are many opportunities for walking, visiting farms and horse riding.

The Croft is a large, terraced house. Internally there are large living spaces with plenty of natural light, which include a separate lounge, dining room and kitchen with separate utility room. There are three bedrooms and a bathroom. There is a separate toilet for staff downstairs.

The home is equipped to accommodate two young people of either sex between the age ranges of 10 to 18 yrs.

There are also communal rooms to allow the children and young people space to relax. The accommodation is decorated to a high standard, which is conducive to providing a friendly and homely atmosphere. The maintenance and décor of the home is an ongoing project, which the young people are encouraged to have some input into. We believe in involving all the young people with any project that is to be completed within the home. The rationale behind this is to give a sense of belonging and commitment to the home.

The home has a built-in fire alarm system, emergency lighting, fire extinguishers, fire doors, heat detectors, smoke detectors and hot water-controlled valves.

We recognise the importance of the need for both companionship and privacy. The communal lounge is aesthetically pleasing and comfortable and is equipped with Television, DVD player and Sky TV.

The home has a dining area where the young people can benefit from the family experiences that are had when eating a meal.

The home has a fully fitted kitchen, with all the modern appliances.

Bedrooms are of single occupancy. All have comfortable furnishings and are decorated to a good standard.

Each young person is able to personalise their own space with such things as posters, pictures and personal possessions.

Staff have a separate sleep room located on the first floor next to the young peoples' bedrooms.

High staffing ratios ensures that all young people receive the level of support and direction they require to benefit fully from their experience of being looked after at Headstart. The staff team consists of an Acting Manager, Deputy Manager, Team Leaders and Residential Care Workers. These are qualified or working towards a minimum of Diploma Level 3. They are trained in ABA and autism. The young people are additionally supported centrally from the health and well-being team.

A description of the location of the children's home.

Headstart Residential Care is located in Preston Road, a quiet and residential area of Bexhill approximately two miles to the main town centre and the seafront. Bexhill town is well served with main road and rail links. There is also a local bus/train service to the larger towns of Eastbourne and Hastings.

Please refer to our area risk assessment for more details.

There are several schools locally and the Headstart School is only five minutes' drive or bus ride away from the property. A small special school for children on the Autistic Spectrum. There are also several football academies within the area, as well as clubs for young people to join such as Scouts, Guides, karate, judo, and trampolining.

The staff at Headstart work hard to build strong and effective working relationships with their young people and ensure that this same ethos is present when liaising with all professionals. There are strong links between the home and the local police including the public protection unit, police community support officers and the local police. These positive working relationships help Headstart attitude towards safeguarding and not criminalising young people, ensuring that young people are appropriately matched and encouraging them to engage in positive lawful behaviours when away from the home.

Missing from Care protocols are followed with robust risk management and responsible responses to missing from home incidents. The home also has strong working relationships with Child and Adolescent Mental Health Services, YOT and LAC Health team and nurses.

To manage environmental risks there is a high staffing level and a measured approach to risk management based on the young person's ability and understanding of how to keep themselves safe. Young people are kept safe but also able to build trust through their behaviour. The staff team ensure that there is also a high level of consultation work done with the young people on how to keep themselves safe.

The home has cultivated strong working relationships and links with the local area and is aware of local hot spots where young people could be at risk through liaison with the local police.

The children and young people are therefore able to develop an understanding of risks that they will face in communities when living independently as opposed to them being isolated in rural placements due to risk adversity measures. Risk assessments and Risk Management Plans are in place, reviewed and updated regularly to ensure that risk in all areas are minimised remaining at safe and manageable levels.

Details of the children's homes policies for safeguarding children, preventing bullying and the missing child policy

Safeguarding

All staff receive training on safeguarding issues as an integral part of their induction package and ongoing training program. This training is refreshed at regular intervals in line with the CHR and the company policies and procedures. The staff employed at Headstart are fully aware of the protocol when dealing with safeguarding issues, this protocol is an integral part of initial and ongoing training and they are made aware of the sensitive nature of which these issues must be dealt.

Headstart's policies and procedures regarding Child Protection have been completed in line with the Sussex Child Protection and Safeguarding Procedures that have been produced by the local Safeguarding Children's Boards of Brighton and Hove, East Sussex and West Sussex.

There are additionally guidelines and policies from the home regarding safeguarding agreed with the police, also in conjunction with Social Workers and the Safeguarding Team in the placing authority.

The Duty assessment team is the main/first point of contact on

Phone: 01424 724144

Fax: 01424 724122 for any child safeguarding issues.

This now runs through SPOA

Any complaint or allegation made is fully investigated. In the event of any safeguarding issue, the staff have been instructed to inform the Home's Acting Manager, Registered person or directly to the assessment team on the above number. If a child has disclosed information of an abusive or concerning nature, thereafter it should be dealt with on "a need to know" basis only.

Appropriate steps will then be taken to contact the Duty Assessment team as well as all relevant parties, including Ofsted and the placing authority.

Headstart also operates a Whistle blowing Policy.

Bullying

Headstart recognises the need for each young person to be valued as an individual and recognises that all-young people arrive at the home from differing backgrounds. It is with this ethos that the home and staff create an atmosphere where bullying is known to be unacceptable.

The home has a policy and guidelines on countering bullying. Young people that are being bullied within the home are fully supported and the young person that does the bullying is given suitable guidance.

At Headstart, we work in line with the 'no blame' approach to bullying.

Bullying becomes a child protection issue when it becomes persistent. At such a stage, a planning meeting would need to be held to look at the placement of the young person who is instigating the bullying.

Bullying becomes a child protection issue when it becomes persistent. At such a stage, a planning meeting would need to be held to look at the management/placement of the young person who is instigating the bullying.

Missing Children Policy and Procedures

When a young person leaves the home without permission or letting staff know where they will be, there are procedures in place to do everything possible for their safe return. These are in line with *Joint Policy for Children Missing in Sussex*.

The first point of contact would be to notify the Manager/On-call, followed by reporting them as missing to the police and filling in the appropriate abscondment paperwork which includes a description of the young person and what they were last wearing, any medical conditions, possible location or known relevant associations.

All appropriate parties will also be notified:

- Manager /On Call need to be notified within 1 hour via email - also the status of 'missing' or 'absent' and the person making the decision, i.e. police officer's name and reason for this decision
- Local Authority / Social Worker
- Parent(s) (if appropriate)
- Registered Person.
- Police

Headstart has a clear abscondence policy and procedure for staff. There is clear guidance relating to each young person within their 24-hour management plan and risk assessments located in their working files.

Meetings between the child, the responsible authority and the homes staff may be organised if a child goes missing and there is subsequence concern for their welfare. These meetings will consider what actions should be taken to prevent the child going missing in the future.

Concise written records are kept within the home, including a running chronology and those informed.

Any criteria used for the admission of children to the children's home including any policies and procedures for emergency admission

While the home caters for emotionally and behaviourally disturbed young people, those with learning disabilities and challenging behaviours that preclude fostering.

Placements should be planned, reflecting the view that a residential home is the preferred and most realistic option for the Young person and a positive choice. Headstart adheres to the belief that for some young people in residential care can have a positive experience and the practice at the home seeks to make that a reality.

Headstart recognises however, that a planned placement is not always possible. Indeed, many social work interventions which result in a request for a residential placement tend to be in response to a crisis, and since crises cannot always be predicted neither can the need for a residential placement always be anticipated.

Due to the complexities of working from referral information we will do our utmost to speak with those making the referral, our referral process is fundamentally about honest and open communication and we invite those involved to present the information so that a reasoned

view/decision can be made. Each of the needs rose are all part of a spectrum and can move from greater to lesser dependent on relationships and engagement. Our decision making is always completed as a collective, consulting all stake holders and documented for transparency.

We will always conduct an Impact Risk Assessment on any new placements to ensure the safeguarding of all Young Persons and staff within the house. This will form part of the referral procedure and form a basis of whether a young person will be admitted.

Headstart is supported a dedicated staff team who undertake a 28-day assessment of all placements and produce a report with recommendations. This is further supported by our therapists.

Young people must move on from Headstart prior to their 18th Birthday, as Children and Adults cannot be accommodated within the same Residential Home unless there are mitigating circumstances.

In the event of a same day placement being required, we would require details about the young person regarding their background, their immediate needs and relevant consent forms, and we would therefore require our referral form containing that information to be sent to us as soon as possible. It would also be beneficial if the young person and their Social Worker were able to visit the home on the same day in order that their feelings and wishes can be ascertained. Thereafter, an informed decision can be made as to whether the young person's needs could be met at Headstart in the circumstances of an emergency admission.

We welcome young people from all ethnic, cultural and religious backgrounds and fully recognise an individual's right to express and maintain their beliefs.

We would always encourage individuals to pursue these beliefs, if they so wished, through access to people with similar backgrounds and via local amenities such as social groups or churches, etc.

On admission to Croft house, all efforts are made to assist the young person to settle in and to make them feel 'at home'. House routines, such as meal- times, Fire and Health and Safety procedures are explained to them by their allocated key worker and any questions that they may have can be discussed.

A key worker will be assigned upon referral forms being received. The contact is then established from the initial visit to the first day at the home. Young people may wish to nominate their own individual adult for meeting times, though the key worker will remain the same.

We aim to make the admission process as informal as possible and therefore we require all relevant information and documentation prior to admission. A list of our requirements would be included with the information pack to the Social Worker. All personal belongings will be recorded and safeguarded if requested.

On arrival at Headstart, each young person will receive a young person's handbook. This outlines the running of the home, our expectations and boundaries and also list information on accessing advice needed i.e., Child line and the details for Ofsted. The young person can personalise their room and have a say in the choice for decoration.

The arrangements for dealing with complaints

On admission, each young person will be made aware of the complaints procedure and will be supported to use it if they wish. This will involve either a verbal or written complaint and will be recorded within the complaints book and will be responded to within a maximum of seven days.

A young person can also make a complaint or raise any concerns to their **Social Worker** should they wish to do so.

A **Children's Rights Officer** can also be contacted if the young person did not feel that they were being listened to. The nominated officer would then make arrangements to visit and speak to the young person and follow up with any subsequent actions.

Child line also offer support and advice to young people choosing to use this service. Telephone number **0800 1111**.

In addition, each young person, parent or member of the public can make a complaint known to, **Ofsted**, Piccadilly Gate, Store Street, Manchester, M1 2WD. Telephone number **0300 123 1231**.

All complaints are taken seriously, and we will resolve problems internally, within recognised time scales when and where appropriate.

The manner of dealing with complaints against individual staff members and senior members of staff such as the Responsible Individual or Registered Person is

covered in the Complaints Policy. The policy also details the training available to all staff, on induction, regarding the complaints procedure, its process, recording and resolution.

A description of the children's homes approach to the surveillance and monitoring of children accommodated there.

All young people staying at Headstart will be regularly monitored where it is agreed necessary to promote their care and includes, behaviour, sleep patterns, school attendance, sporting activities etc

Whilst we know it is extremely important to monitor the young people, we also respect that young people have a right to live in as near as possible "a normal family environment" We do not use CCTV or auditory surveillance

We have the facilities to fit door alarms to the bedrooms to assist young people through the night, should the need arise.

Details of the children's homes approach to behavioural support including information about-

(a) The children's homes approach to the use of restraint with respect to children accommodated there.

(b) How person's working in the children's home is trained in the use of restraint and how their competence is assessed.

Relationships between staff and children must be based on mutual respect and understanding and clear professional and personal boundaries which are effective for both the individuals and the group.

Caring for children in a residential setting is very rewarding but at times this work can be challenging. Therefore, we ensure that all staff have a sound understanding of child development and how children react to crises and traumatic experiences in their lives. All staff have access to supervision, support and training to develop the skills and competences necessary to understand children's behaviour and intervene constructively so that children have the right kind of support to develop positive behaviour.

Staff employed at the home will be able to set and maintain safe, consistent and understandable boundaries for the children in relation to acceptable behaviour. Expectations of behaviour for both staff and children need to be clearly understood and negotiated by those living and working at the home, including exercising appropriate control over children in the interests of their own welfare and the protection of others. In day-to-day decision-making, staff must demonstrate an appropriate balance between:

- Each child's wishes and preferences
- The needs of individual children

- The needs of the group of children resident at the time
- The protection and safeguarding of the child/young person.
- The protection of others (including the public) from harm

Staff need to be able to respond to each child or young person's individual behaviour and to be skilled at diffusing difficult situations to avoid them from escalating. Staff will be supported to develop the skills they will need to manage conflict, so they are confident in being able to maintain constructive dialogues and react appropriately when confronted. Staff supervision must enable staff to reflect and act upon how their own feelings and behaviour may be affected by the behaviour of the children they care for.

Each child's placement plan must set out any specific strategies that have been agreed to reduce the incidences of any negative behaviour exhibited by the child. This takes the form of the Positive Handling Plan which forms part of their overall care planning together with risk assessments, key working and functional analysis. Young people and staff receive debrief after every serious incident.

The effectiveness is reviewed and monitored regularly.

Sanctions for poor behaviour need to be clear, reasonable and not excessive. Staff must be trained to understand how to respond effectively to very challenging behaviour.

All staff will receive regular training in safeguarding of children and young people and **Team Teach** training.

Children and young people in the home must be looked after without favouritism or antipathy towards any individual or group within the home. The deployment of staff in the home will facilitate continuity of staff providing care to individual children. Where children require personal care, their choices of which staff provide that care are maximised.

Every incident of physical intervention is fully recorded and includes the young person's comments. Staff will talk through difficult situations afterwards and agree with the young person a plan to ensure that this behaviour does not happen again. The Registered Manager will also undertake a staff debrief following each episode of physical intervention to establish if the actions were warranted and lesson to be learnt. They will also ensure that the paperwork is completed appropriately and within timescales and is then forwarded to the young person's Social Worker.

The competence is assessed through several means' situation. Staff trained in **Team Teach** must demonstrate a level of competence to achieve their certification. Staff are re-trained at least annually.



CONTACT DETAILS

The name and work address of-

- (a) The registered provider (including the company owning the children's homes).**
- (b) If nominated the responsible individual.**
- (c) If applicable the registered manager.**

The Company is owned by Headstart Residential Care Ltd. It is a family-owned company founded by Nicola Dann. We are not beholden to any financial investor. The "Registered Provider" as defined in the Care Standards Act, is **NICOLA DANN** The Acting Manager is **Tom Lambert** Tel:01424 217943 email tlambert@headstartcare.co.uk

Correspondence for the Registered Provider should be addressed to them at:
Oakfield House
Golden Cross
Hailsham
E Sussex
BN274AN

EDUCATION

Details of provision to support children with special educational needs

Young people placed at Headstart are sometimes long-term non-attenders from mainstream schools. It is our aim to engage all young people back into full time education. We offer a specialist provision for young people on the Autistic spectrum

This can include initial placements at our specialist education provision, Headstart School, with a longer-term aim of re-integration into mainstream schools or fulltime provision with ourselves or at another specialist provider. Exceptionally, home tutoring can be arranged if alternatives cannot be accessed, but only on a short-term basis whilst a more appropriate provision is sought.

The Education policy at Headstart aims to return or re-integrate young people back into mainstream schools. Where possible, every effort will be made to ensure that young people attend the school that is best suited to their needs. Some students thrive in a specialist environment and if so they will remain at Headstart School if this is not the best fit for the child we will place them in another school that meets their needs.

Identifying a suitable education provider or school that specifically meets the needs of the young person is essential and will be a priority within the planning process. Each young person may have a PEP (Personal Education Plan) detailing his or her educational needs. This is an integral part of his or her care plan. These arrangements should be agreed upon admission or as soon as possible thereafter. It is the responsibility of the social worker and school to ensure that this is addressed with an input from the young person and key worker.

Where young people are already attending an educational provision at the time of their admission, every effort will be made to ensure there is no interruption in their attendance.

At Headstart we recognise that all young people have the right to education. We also realise the significance of education in a young person's life and its potential to enrich, empower and inspire. We regard qualifications as currency for life, and recognise that without them, an individual's choice is severely limited. In short, education is a high priority to us.

Our commitment to learning focuses on the individual and we can offer a tailored programme that supports individual needs.

The individual programme will follow a structured pathway, which enables the student to progress at his or her own pace. This pathway enables our students to see their success on an on- going basis.

We pride ourselves on building social skills, improving confidence, encouraging participation in team activities, developing independent learning skills, encouraging further academic achievement, vocational training, work experience and key skills whilst maintaining an individual learning approach.

We are aware of the difficulties in engaging reluctant students to learn, however, with our approach of expectation, a reward systems and professional networking with

virtual schools and activity centres for education we endeavour not only engage but also encourage students to achieve.

The staff will work to build and cement lines of communication with external agencies committed to furthering the child's academic and career progress. In this way we will work together with outside agencies to explore educational and career opportunities for all our young people.

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We have a team of therapists working within school to ensure the correct input for each child. We are aware of the difficulties in engaging students to learn, however, with our therapeutic approach of expectation, a reward systems and highly qualified teachers we endeavour not only engage but also encourage students to achieve. The staff will work to build and cement lines of communication with external agencies committed to furthering the child's academic and career progress. In this way we will work together with outside agencies to explore educational and career opportunities for all our young people.

Where the home is dually registered as a school, details of the curriculum provided by the children's home and the management and structure of the arrangements for education.

The home is not dually registered as a school.

Where the children's home is not dually registered as a school the arrangements for children to attend local schools and the provision made by the children's home to promote the educational attainment of children

One of the aims of Headstart is to strive to promote educational opportunities for the young people in its care as well as form close and supportive links with colleagues in our education department. This policy outlines the expectations that the Home has for the education of the young people placed at the Home.

All the young people coming to live at Headstart are expected to engage in education. Education may take place at Headstart School provision or through the relationships we have formed via mainstream and / or other special needs education or other education that is appropriate for them.

Headstart Residential Care has strong links with Headstart School. Young people can be referred to local schools where this best meets their education requirements. In regards the promotions of education attainment see point 16.

Details of any healthcare or therapy provided, including-

(a) Details of the qualifications and clinical supervision of the staff involved.

(b) Information about-

(i) How the children's home measure the effectiveness of its approach; and

(ii) The evidence referred to by the children's home to demonstrate the effectiveness of the approach, and how this information can be accessed

Therapeutic model:

Gael Barkworth

THRIVE trained practitioner

In the Thrive approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework in understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at the interpret children's behaviour, enabling us to identify the developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.

Therapeutic Team:

Dr Tara Mayhew

Speech and Language Therapist

Tara qualified in 1999 with a 1st class honours degree in Speech Science from Newcastle University. She is an experienced Speech and Language Therapist, and has worked in a range of settings, including preschool, mainstream and special education, children's centres, and community clinics. Tara has a special interest in deafness: she completed her PhD in Speech Science in this area in 2007, and can sign (British Sign Language, CACDP Stage 2). Tara is experienced in providing assessment and treatment for a wide range of speech, language and communication difficulties, and in delivering tailored speech and language training. Tara particularly enjoys working with...

- children with speech delay/disorder,
- children who have a hearing loss and their families (both signing and oral),
- children with a variety of communication difficulties.

Dr Claire Groak (DClinPsy)BSc

Child Clinical Psychologist – HCPC Registered and BPS Chartered

Clinical psychologists aim to help people reduce psychological distress and to enhance and promote psychological well-being. They apply psychological models and theories of human functioning to try to explain and understand an individual's difficulties (or those of a child or family) and to guide therapeutic planning and treatment.

Claire is a Clinical Psychologist and has since worked independently and in NHS Trusts across the UK. Claire has experience of working in a wide range of settings with adults, older adults and children but her specialist skills are in working with children, families and foster carers.

Hannah Goldberg

Jigsaw Occupational Therapies

Hannah Goldberg graduated from Brighton University in 2011 with a BSc Hons in Occupational Therapy and is a trained Sensory Integration practitioner. Hannah has experience working with children and young people in an independent special needs school and prior to this, spent many years working for the NHS in acute physical health and neurological inpatient settings.

Daniel Horan

Behaviour Consultant

Daniel holds a degree in Psychology from Birkbeck (University of London) and has and Applied Behaviour Analysis (Florida Institute of Technology). MSc in ABA at the Tizard Centre (University of Kent). He is a member of ABAI, APBA and UK SBA. He has been working in the field of special education for 20 years. He has worked at the National Autistic Society, The Autism Partnership (in the UK and California), The Education Alliance (New York) and as a Senior ABA Consultant at the Treehouse school. He co-founded the TLC in 2010,

The final component in our approach is **professional therapy**. Once the young person or child has finished their 12-week assessment and stabilisation period, working with the child we clearly define their objectives and outcomes and move them into a personalised therapy programme with relevant interventions tailored to their needs. This process is continually monitored to ensure that the child or young person receives the correct therapy to enable them to reach their goals and outcomes.

Each young person will be registered with the local General Practitioner. If the young person refuses, staff from the home will advise them that they must register by law. If they still refuse, the staff will notify the young person's Social Worker.

Appointments will be made for regular check-ups at the local dental surgery and appointments will also be made for sight tests at the local opticians and referrals to the LAC nurse are made for appropriate health assessments.

Each young person does have the ability to access the local health clinic via the doctors or the drop-in centre about sensitive issues. Further advice can be sought from the sexual advice clinic.

At Headstart we place great importance on nutrition and our menus always constitute a balanced and varied diet. We also recognise that individuals may require specific dietary needs in terms of ethnic origin or beliefs, and we would always respect the wishes of each individual in relation to this.

The nutrition of meals and foods prepared by the home are reviewed monthly by The Manager and suggestions are made where necessary for improvement.

Each young person's attention is drawn to the importance of the health and safety aspects of food preparation and they are always made aware of our health and safety procedures within the kitchen.

At Headstart the young people are encouraged to wash regularly and to take responsibility for their own personal hygiene.

Individuals are actively discouraged from smoking and the staff at Headstart are not permitted to smoke in the home/or Premises or in front of the young people, therefore not setting a negative example.

Headstart has access to a range of therapists in the community should the local authority agree, and this is required.

If a young person has therapeutic needs, then these will be addressed in the course of Looked After Children reviews and arrangements made to provide appropriate assistance in consultation with all interested parties and consistent with the young person's Care Plan.

Headstart consults on a regular basis with all external agencies involved in the young person's care and when appropriate and necessary, referrals to CAMHS will be made so that more intense and direct work can be completed with the young person. All aspects of a young person's health care are evidenced with their individual progression plans.

Details of the experience and qualifications of staff working at the children's home including any staff commissioned to provide education and healthcare

Please see appendix 1

Details of the management and staffing structure of the children's home including arrangements for the professional supervision of staff employed at the children's home including staff that provide education or health care

Please see appendix 2

All new staff are subject to the company's probationary policy; this includes the successful completion of induction training. This period includes the employee working in conjunction with the line manager/supervisor for staff to complete the induction pack that includes the statement of purpose, policies and procedures, along with six sections to be completed for gaining and understanding the underpinning knowledge of Headstart and its objectives and requirements. The induction will be supported by the completion of the CWDC induction standards within 6 months of employment.

The staff team at Headstart has a team of Care mentors including designated shift leaders within. Residential care staff work in teams of at least two dependants on the needs of the young people placed and each team works a flexible shift pattern. Either the Manager, deputy manager or one of the senior care mentors provides on call support. Up to two staff members will undertake a sleep-in duty. Staff meetings are held monthly, and all staff are on rota to attend unless they are on annual leave. There is also a facility for the Manager and senior care mentors to meet as a separate group. Shift teams have a handover each shift to ensure consistency and communication.

Headstart develops skilled and effective motivated professional staff teams working together to provide a multi-disciplinary approach to achieve the highest possible standards of care for the young people placed at the Home.

To facilitate this Headstart will:

- Provide a comprehensive and wide-ranging staff induction process lasting over a ten-day period
- Develop and promote good communication between staff and the management team through regular staff team meetings, training days and 1:1 supervision with line managers.
- Ensure staff are supervised on a regular basis, during their six-month probationary period.
- Develop a (PDP) Personal Development Plan, complete regular reviews with the staff member during the probationary period and ensure that a performance Appraisal Report is completed annually.
- Identify an overall development and training plan for the service, which will include regular training sessions during team meetings and supervisions, set tasks to develop *knowledge and practice*.
- Ensure that there are structured opportunities for staff to voice their individual and/or collective anxieties, concerns, suggestions etc.
- Ensure that staff provide up to date reports to management and prepare professional reports for other agencies when, and if required.
- Ensure that staff recognise, act upon, record, and report at the earliest stage, any signs of tension or discrimination between either groups or individuals e.g., peer group pressure, isolation, comments relating to religious, cultural or dietary differences.

All staff can expect the appropriate opportunities:-

- to attend training and the opportunity for all Care mentors to undertake Diploma Level 3
- Actively adhere to all Headstart Childcare Policies and to make available to all staff members the appropriate and relevant information.
- Promote all Headstart Health and Safety procedures, fire regulations and good care practices.
- All staff at Headstart receive supervision in line with Headstart Residential Care's supervision policy and have annual Performance Development Reviews, carried out by their Manager.
- Receive ABA training
- Receive training in Autism

Working daily with young people who are hurt, disturbed and angry can be a debilitating experience. Without regular and effective supervision, staff can become worn down if they find there is nobody with whom they can talk through their own reactions and responses to the behaviour with which they are confronted. They must be given the opportunity to be able to constructively discuss problems and challenges they are facing in their work. Managers should use supervision as a way of discussing the performance of individual members of staff and encourage them development. For supervision to be valuable, it must be a two-way process from which both parties can gain.

Supervision is the key process by which managers can ensure that staff know the contribution they are expected to make, as individuals and as members of a team, and that they are supported in achieving this through individual performance and development plans.

Explicit within this policy is a commitment to ensure that every member of staff receives regular, purposeful and dedicated time with their line manager or supervisor.

The purpose of supervision is to: -

- Ensure that the high quality of service to young people, for which managers are accountable, is achieved, maintained and enhanced
- Develop an open culture which is supportive to the individual, encourages their potential and enhances motivation
- Promote an honest working relationship based on mutual trust
- Ensure that individual staff roles and responsibilities are clear in relation to organisational objectives
- Enable staff to achieve the necessary skills to deliver identified and sound standards of practice Ensure that all staff have a jointly agreed personal development plan, which identifies areas of Training required.
- Develop a culture of equality for staff and young people

De brief also forms part of a supervision process where staff are met by a senior and supported and reflect on the event. This provides emotional support, reassurance, reflection and development as well as a review of best practice.

Staff meetings enable staff groups to discuss best practice and problem solve together. As a group they share ideas and support for one another and discuss operational issues, the care of young people and resources, training and review as a team the development of young people and their needs. Appraisals also take place annually and act as a summary of staff performance, attitude, competence and outcomes and lead to the review of training programs and support for the development of individual staff.

If the staff working at the children's home are all of one sex, or mainly of one sex, a description of how the children's home promotes appropriate roles models of both sexes.

We employ staff from both sexes.

Review needed June 2021