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Ethelbert

Children's Services

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Statement of Purpose And Function

Bromley Lodge – URN SC023745

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Foreword

This Statement of Purpose is intended to provide the information required by Regulation 16 of The Children's Homes Regulations 2015.

We have endeavoured to make this document as clear and understandable as possible and would be pleased to provide any further information or additional explanation that may be required regarding any aspect of the services we provide.

We are able to provide alternative methods of communication and/or translation in cases where English is not the preferred language, regardless of age or disability.

The Quality and Purpose of Care …

1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.

The Bromley Lodge provides a nurturing, and safe environment for children with mild to moderate learning difficulties and or emotional, behavioural and communication needs. The staff team are provided with training to specialise the care we provide the children within the home. All children living in the home are 'Children Looked After' by the Placing Authority Social Worker who will therefore have some level of parental responsibility under the 1989 Children Act.

The home provides an environment, specialised to meet the needs of the young people and is set up to adequately support them to develop at a pace they are comfortable with. The staff team provide the children with a secure base in which they can build the foundation of trusting relationships, this will also allow them to process the emotional and behavioural difficulties that have arisen from past trauma.

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

Bromley Lodge is a warm, homely environment that prides itself on the knowledge and understanding of children and young people who display mild to moderate learning difficulties. The young people who live in the home will be looked after by a dedicated staff team who focus on the care and well-being of the young people. It is paramount that the care provided for each young person is unique and individualised to meet their specific needs. The home works closely with other professionals to gain support and to access all the care resources which the young people may require.

The staff team will provide a consistent and structured daily routine, using methods of communication that the children are familiar with. Staff provide the young people with a wide range of activities. This range of activities allows them to explore socials situations with other similar aged children and supports building confidence. The environment is set up to meet sensory needs. This can be easily adopted to meet high or low arousal need as each child is unique and will require their individual needs met.

The overall ethos of Bromley Lodge is to ensure the children are provided with a warm and nurturing environment which provides more specialised care to meet the complex needs of the individual child. This will allow the young people to develop trusting relationships with the adults in the home which will support them to progress to their full potential with support from a staff team

that fully understands how to meet their needs. The staff team will also work closely with families where appropriate, in order to build positive working relationships to provide the children with consistent care.

3. A description of the accommodation offered by the home, including:

a) how accommodation has been adapted to the needs of children;

b) the age range, number and sex of children for whom it is intended that accommodation is to be provided; and

c) the type of accommodation, including sleeping accommodation.

a) The home is an end terraced house which has been adapted to meet all health and safety and fire safety requirements. Wherever possible it is the intention to keep the appearance of the interior and exterior of the home as similar to a normal family home as possible with a minimum of signage and notices and an emphasis on an evolving environment of colour choices, fixtures and furnishings based on the combined input of the Manager, staff and children.

b) Bromley Is registered for up to three children of either gender although currently operating as an all boy's children's home. The normal admission age is between 10 and 16 years although children outside of this range may be considered subject to matching considerations and impact assessment with other children in placement. A child may be placed in Bromley Lodge on an interim basis. Before agreeing to the placement, the Registered Manger, or in their absence the Area Manager would complete a compatibility assessment and risk assessment forms. The admission process is, to the home, the exact same as a permanent placement with an admission's meeting held outlining the aims of the placement. The duration of the placement needs to be clearly outlined with a date confirmed as to when the placement will end and the child will leave the home

c) The home consists of a warm and modern living space with a large dining area that extends to a play room for the children. Each child has their own bedroom and this is within reason decorated to their own personal taste so that the space is individual to them and one that they feel comfortable in. Children will, where appropriate, be offered the opportunity to have their own key to their own bedroom, they are also offered a safety storage box in which they can secure any personal items that they wish to keep safe. Alternatively they can give these to staff to keep safe within the homes office. The bedrooms are situated over two floors within the home. Each bedroom is furnished to a high standard with

appropriately selected furniture and televisions are available should they be deemed suitable for the individual child. There are two staff bedrooms, one located on each floor. At night time when the home is settled the staff members sleeping in retire to their respective room and undertake an overnight shift duty. The staff undertaking the overnight duty are available to the children throughout the night.

The home is well decorated and furnished to a high level. In the lounge the children are provided with a satellite television, good quality soft furnishings and a homely environment. The dining room has a table for everyone to have a meal together. The kitchen is well equipped with modern cooking appliances.

In the games room there are plenty of toys and games so the children, if they wish, can participate in these activities whilst interacting with staff and peers. The children also have an electronic games console should they wish to participate in these activities. There are pictures displayed of the children living there and a warm, homely atmosphere is evident in the house. In an effort to create a warm and homely environment, when and where possible we aim to keep pictures of the children and or pictures and drawing created by children displayed on the walls.

4. A description of the location of the home.

The home is situated in a residential street close to the town centre of Ramsgate. Nearby there are local shops, public transport and parks, it is also within walking distance of the beach. Locally there are play areas for the children to attend there is also a children's play centre within the local garden centre.

A location review is undertaken for the home and is regularly reviewed and updated according to latest information and changes. This report is available on request.

5. The arrangements for supporting the cultural, linguistic and religious needs of children.

Children living within the home will come from a variety of differing cultural backgrounds and having differing spiritual and religious needs.

The home will endeavour to meet these varying needs by providing positive role modelling and experiences. This can be as simple as considered menus, activities and visiting home areas. The staff group will continue to explore all avenues to ensure these needs are fully met and developed. It is important that the children maintain a sense of where they are from in continuing to promote and develop a positive identity.

6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.

It has to be acknowledged that within the home there will, at times, be occasions when a child or other person may wish to make a complaint.

We will always attempt to resolve complaints made by children at an informal stage. The staff on duty will try and address the complaint and resolve this to a satisfactory level. If achieved this will be documented and recorded within the Child's Daily Record Book.

However, it may be that the complaint is more serious, cannot be resolved at this stage or the child wishes to make this more formal. The home does have a formal Complaints Log. This log identifies the complaint, the action taken to resolve, the feedback to the child and their views around this. If after this stage, they remain unhappy and dissatisfied with the outcome, the Placing Authority and Social Worker are informed and made aware of the complaint and the action at this time to try and address and resolve this. Copies of the Placing Authority Complaints Procedures are held within the home for the children placed and they have access to them.

In relation to specific complaints about areas of our service, issues outside of the home or other operational matters the policy sets out a formalised procedure which will be followed. All complaints will be logged and recorded within the home.

The house is situated in a residential street. It may be that at times, the local neighbours may be unhappy and wish to complain about the operational running of the home or have some concerns as to the behaviour of some of the children.

The home is aware that it is important for the children and the service to have a positive community presence and will try to address and resolve complaints immediately. However, this may not be possible and as a wider organisation, Ethelbert Children's Services has a designated Community Liaison Officer. Her role is to try and resolve significant issues in the local area regarding the home and/or children placed. The immediate neighbours are given contact details, should any issues arise, of both the Registered Manager and Community Liaison Officer and action will be taken to try and resolve the complaint in a timely fashion so that there is no negativity or stigma associated to the children living within the home.

The home's complaints policy can be requested via the Manager of the home or through our head office on 01843 823762 / headoffice@ethelbert.net

7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy.

The home is within the larger Ethelbert Children's Services Residential Services and has detailed policies for 'Safeguarding Children', 'Preventing Bullying' and for 'Children who go 'missing'. Ethelbert Children's Services has an appointed Safeguarding Co-Ordinator who oversees the children's safety within the home. Gordon Shaw is the company's designated Safeguarding Co-ordinator and has a wealth of experience having worked in residential childcare since 1994. Gordon holds an MA in Advanced Child Protection to accompany a Diploma Level 3 in childcare, a graduate certificate in therapeutic childcare, a NVQ Registered Managers Award, and an NVQ Level 5 in Operational Management. He joined Ethelbert Children's Services in 2006 as an Area Manager supporting the Registered Managers in developing and maintaining the services provided at their respective homes. Alongside this he also has an oversight of the Education provision within Ethelbert Children's Services and this dual management role allows for a close working relationship between the school and residential services.

The home's Safeguarding Policy is in line with the Kent Safeguarding Children's Multi-Agency Partnership (KSCMP) procedures and an up-to-date copy of this is located in the home. The Manager of the home will discuss any safeguarding concerns with the Child Protection Co-Ordinator and will seek his advice and guidance as requested. All staff working in the home are provided with safeguarding training with an annual refresher undertaken, the training also includes training in Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Gang Affiliation, Radicalisation and Drug and Substance Misuse. This training not only highlights action to be taken when a safeguarding concern is identified but outlines signs and symptoms to look out for and be aware of.

Should a child demonstrate problematic behavioural symptoms then professionals such as therapists, CYPMHS (Children and Young People's Mental Health Services) and consultation with the area managers can help with finding relevant training and intervention to help the young person. Should we require external training to better understand our young people then this can be sourced and delivered at the training centre in Westgate. An overview of the training provided is included within the Workforce Development Plan. Staff also discuss the young people living in the home and will share all information to ensure that all adults provide a 24 hour curriculum of care. These discussions take place in the form of child focussed meetings which are held monthly but discussions are also held every day at handover. This gives the home a proactive approach to risk assessing the lives of our young people and also to update paperwork such as Behaviour Management Strategies, 24 hour Management Plans as and when required.

The home adopts a very clear anti-bullying policy. There is a high level of supervision of the children and bullying is discussed openly in Children's Meetings. If there is an incident of bullying or perceived bullying this is documented within the homes Bullying Log. From this, action is taken to support and address the incident with the victim being involved in this process and their views taken into account as to how it has been managed and the outcome considered.

The home has a detailed 'Missing Person Procedure'. On admission, the risks and vulnerability for each child are shared with Kent Police. This is undertaken to ensure that there is a high level of

interagency communication to safeguard children.

The home completes a detailed Risk Assessment for children on the 'Missing Person's Procedures' to reduce and minimise potential risks. In addition, an individual risk assessment is undertaken to assess the levels of risk the child may be at in relation to child sexual exploitation (CSE). The home adopts a pro-active response to incidents of missing children, searching local areas and if unable to locate the child, notifying the local Police, Transport Police, Placing Authority and where appropriate family members in order to ensure a fast and speedy return to the home.

When the child is found they will be welcomed back into the home and the relevant people informed of their safe return. A 'Return from Missing' interview with the child is requested by the home to the Placing Authority. If they are unable to complete this within the 72 hour period and with their agreement, Ethelbert Children's Services can undertake the interview on the Placing Authority's behalf as they have specifically trained Senior Management and Social Workers from the Fostering Service independent to the home.

This is then recorded and sent to the Placing Authority Social Worker so that the home and Social Worker can discuss the action that could be taken to prevent any reoccurrence. On admission the home completes a vulnerability assessment which is then shared with the Kent Police who then assign a Personal Identification Description (PID) number. The home has also signed up to local police missing person's protocols and a copy of the DfE statutory guidance on children who run away or go missing from the home or care is present within the home.

The home's relevant policies can be requested via the Manager of the home or through our Head Office on 01843 823762 / headoffice@ethelbert.net

The Views, Wishes and Feelings….

8. A description of the homes policy and approach to consulting children about the quality of their care.

The views and opinions of the children in the home are integral to the happiness of the child, their progression and development within the home.

Children are encouraged to participate in regular meetings where they have an opportunity to formally talk about the running of the home, activities, menus and any changes they would like to see.

There is regular key working undertaken with the children. This is a good medium, not only to support, guide and educate them but to also seek their views, opinions, thoughts and feelings.

Children are invited and encouraged to take part in the 'Children Looked After' reviews and their wishes and feelings are considered and discussed appropriately in this meeting.

A monthly monitoring visit is undertaken (Regulation 44). The Independent Visitor to the home has no line management responsibility within the organisation. During the visit they will talk to the children, discussing and capturing how they feel and their experience of living in the home. Any identified areas of concern can then be shared with the home and acted upon. A report is produced detailing the monitoring visit and any findings / observations. A copy of this report is supplied to the Home Manager, Responsible Individual and also forwarded to Ofsted, the Placing Authority and the host Authority upon request.

A Child Consultation Form is in existence within the home which is given to the child shortly after their arrival in the home and at regular intervals thereafter. This provides another forum and opportunity for them to express their views, wishes and feelings about living in the home. If they are unable to personally complete the form, their views will be sought verbally and the form completed on their behalf.

Annual surveys distributed by Ofsted to the home are another consultation method. Children are supported and encouraged to participate in these online surveys to provide Ofsted with feedback on the care afforded them.

As part of the staff appraisal process the children are asked for their opinion on the residential workers in the home, this is incorporated into the appraisal document.

9. A description of the homes policy and approach in relation to:

a) anti-discriminatory practice in respect of children and their families; and

b) children's rights

a) Within the home we accept and promote difference and diversity. All staff receive regular training on anti-discriminatory practice and there is an underpinning model of promoting anti-discriminatory practice at all levels. The home will operate in a child centred way, always taking into account every aspect of the child, their family, history and culture.

b) Children's rights are observed and all children have a full understanding of the complaints procedure and who they can turn to if they feel their rights are not being met. Children have access to contact details for their Social Worker, Independent Reviewing Officer, Independent Visitor, Ofsted and the Children's Commissioner recorded in their Welcome Book in support of this process. These contact details are also kept by the home.

All children regardless of their race, religion, culture, disability or sexual orientation will have their individual needs met and staff will endeavour to ensure that needs are met at all levels, either internally or external provision will be sought if the need arises.

Education….

10. Details of provision to support children with special educational needs.

Children placed within the home have often suffered a disjointed educational experience and often do not have a positive attitude and outlook on schooling and learning. Many of the children may have previously had periods of suspension and exclusion from school prior to living here.

Within the home the children are supported and encouraged to achieve best possible outcomes from their starting points. For children placed, this will differ and vary from achieving GCSE's, vocational qualifications to attending further education establishments and college.

The home develops and maintains a good level of communication with educational provisions. There are regular meetings and the staff within the home are aware of the child's educational progress attainment and will encourage and support to ensure that there is a value and emphasis placed on education and educational attainment.

If the child has an Education Health Care Plan (EHCP), the home staff will attend Personal Educational Plan Meetings and associated EHCP meetings. All children are invited to these meetings, or if they chose not to attend, the staff will discuss the content and agreed outcomes with the child.

11. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.

Not applicable.

12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

Once placed, children, if possible and where educationally able will attend local mainstream schools and colleges. The home will make application to the school and ensure that the child is supported and provided with a full school uniform and necessary equipment for them to engage fully in the school and curriculum.

In the event that the child is unable to attend mainstream school due to behavioural and educational difficulties, Ethelbert Children's Services has two independent DfE Registered schools. However, in the event that a suitable educational environment is not readily available or it be deemed necessary for an extended settling in period to be provided, home education can be facilitated.

Both of our schools employ qualified Teachers, Higher Level Teaching Assistants, and Learning Support Assistants led by Head Teacher, Susan Howson. Susan joined the company in 2014 and was a teacher and a SENCo at The Old Priory School before her promotion to Head of SEN and Deputy Head for both The Old Priory School and The Davenport School and subsequently the promotion to Head Teacher. Susan is a qualified Citizenship Teacher, has a special interest in the Personal Development of pupils and her experience in SEN ensures that the curriculum is designed around Provision, Intervention and High-Quality Teaching. She holds the NASENCo qualification and has completed continued professional development study in Special Educational Needs, Safeguarding, Whole School Literacy, and Curriculum Design. Susan holds a BA (Hons) degree from the University of Leicester and gained her PGSE and NASENCo qualifications at Christ Church University, Canterbury.

Pupils have access to a broad and balanced education based on the National Curriculum and a therapeutic approach is used under the auspices of an EDB/SEN designation.

The Old Priory School (TOPS)

The Old Priory School is registered to educate young people aged 11 – 17 years at Key Stages 3 & 4 levels. All pupils have access to the National Curriculum within a safe, structured, learning environment. Courses lead to GCSE, ASDAN, functional skills and a range of vocational qualifications. Pupils are placed into tutorial groups appropriate to their individual needs with experienced and qualified teaching staff. Each group has a dedicated Learning Support Assistant who has considerable experience in working with children.

Davenport School

The Davenport School is an Independent SEMH bespoke primary learning environment. The school is registered for up to 22 pupils of mixed gender and ability aged between 5 -12 year (Key Stage 1-2). The school provides its own curriculum with emphasis placed on developing literacy and numeracy for the children. We follow the key objectives of the Literacy and Numeracy National Curriculum on a daily basis and pupils are challenged and supported to enable them to reach their full potential. All lessons are made fun and interactive with a key focus of being student led. In the afternoons we teach a termly topic lessons incorporating educational trips out to make the curriculum and lessons interesting and engaging. We encourage more physical and practical topics such as PE and PSHE giving the children the opportunities to experience a wide range of topics throughout the week.

There is a high level of teacher/LSA to child ratio and the aim for the children is to make education an enjoyable, rewarding and positive experience setting the foundation for future education. Where possible we would support the reintegration of children into a mainstream environment and have developed links with nearby primary schools to support this goal.

Park Lane Assessment Centre

Park Lane is part of `The Old Priory School' and is situated in Margate. It is a centre delivering a vocational curriculum enabling children to acquire trade skills including: Bricklaying, Carpentry, Plaster Boarding and Plastering, Guttering, Plastic Pipework, Concreting Skills, Painting and Decorating, Ceramic Wall Tiling, Car Maintenance, Health and Safety and Literacy and Numeracy. The courses taught are aimed at specific qualifications which prepare students for 16+ college placements and to help students gain employment within the construction industry. The current qualifications that students work towards include: CITB level 1, City and Guilds Level 1, NPTC entry Level 2 & 3 and ASDAN Bronze, Silver and Gold award. It is anticipated that OCR entry level Life and Living skills will be delivered at a future date.

Currently, the children living in the home attend alternative educational provisions, as detailed below which are appropriate to their individual diagnosis of Autism and learning difficulties.

The Beacon

The Beacon, is a purpose-built school offering pupils with complex needs, profound and severe learning difficulties and physical and sensory impairments a wide range of educational experiences. **The Beacon**, with outstanding facilities including hydro pool, hi-tech sensory rooms, soft play areas, state of the art PE hall, specialist subject rooms, sensory garden, grassed amphitheatre, cycle track and life skills house.

Brewood School

Brewood School is a DfE registered special independent school for boys and girls aged from 11 to 18 years, which provides high quality specialist education for pupils, who have social, emotional and mental health difficulties and a range of other needs, including ADHD and Autism.

Alternatively, there are a number of other schools which could be considered, namely;

Laleham Gap School

Laleham Gap School is a communication and interaction special school for children with autism, speech, language & communication needs. It is a relatively new purpose built school, developed since 2016, situated in Ramsgate. The School has a strong tradition of providing high quality education for pupils aged between 4 and 16 years. All of the children in attendance have a Statement of Education Needs or Educational Health Care Plan (EHCP).

Bradstow School

Bradstow is a residential special school registered as a children's home for children and young people with severe intellectual disabilities who are on the autistic spectrum continuum. Many of the children and young people in attendance have associated communication difficulties and emotional / behavioural challenges associated with their disabilities and medical problems. The School is situated on a large site in the seaside town of Broadstairs in East Kent. Facilities include an Amphitheatre, library, swimming pool, interactive soft play and sensory rooms, interactive

bicycle track, pottery, all weather football pitch, sensory garden, and extensive grounds and horticultural projects.

Forelands Fields School

Foreland Fields School caters for around 200 pupils with profound, severe and complex needs including ASD (Autistic Spectrum Disorder). Pupils and students attending the school benefit from onsite facilities including specialist rooms and a hydrotherapy pool. The school is located on the border between Ramsgate and Broadstairs. Effective learning occurs both in and outside of the classroom and our curriculum illustrates this. Pupils are provided with an appropriate education which includes all academic requirements as well as an impressive range of additional enrichment opportunities. We have links with the local college as well as offsite classes within local mainstream primary and secondary schools.

13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

The creation of a nurturing and caring environment will enable the children to grow, develop and achieve. A childhood should be a positive, happy experience for children growing up and the home has a sense of fun, energy and enthusiasm. The children are supported in attending education and encouraged to think about and achieve realistic goals and aspirations.

Where possible consultation with the children's family will be undertaken throughout the placement and it is acknowledged that they have a wealth of information and knowledge about the child. Where children follow a specific religion and/or culture, the staff will actively research this and in consultation with them incorporate this into their care and everyday living.

The staff team will support and encourage the children in developing and maintaining a wide range of hobbies, sports and interests. The children are consulted on a daily basis on activities that they wish to participate in and/or try and where possible this is encouraged and supported by the home. If a child has a particular interest or hobby then necessary equipment and lessons will be provided. The children will be encouraged to participate in outside clubs and activities and the staff team will assist in developing links with the clubs to ensure that the child is supported and that this is a positive experience that helps in the building of self-esteem.

Health and Wellbeing …

14. Details of any healthcare or therapy provided, including:

a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and;

b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

a) Please refer to Section 1, in the home's Workforce Development Plan under Management and Staffing structures for details of the experience and qualifications of the current staff team. Also included in the Workforce Development Plan under Section 2 are details of the management team and all staff commissioned to provide Education, Therapy or Healthcare.

Please note: for ease of reference current staff profiles and those commissioned to provide Therapy & Healthcare services are also included as Appendices 1 & 2 of this Statement of Purpose.

b) The home works hard to ensure that the overall health needs of the children maintain paramount importance. It is recognised that our children may struggle from time to time accessing any health appointments and health needs and therefore the staff in the home work hard to ensure that our children have a solid understanding of basic health needs and in fact how this can impact on them.

As already identified, all children will have access to a key worker who along with the Home Manager will have a responsibility to ensure that the young person is registered with all the relevant health services (doctors, dentists, opticians) to ensure that there is the beginning of the cycle of appointments being met.

When placed each child will have a full health profile compiled for them and this will allow constant tracking and monitoring of all areas relating to both physical and emotional health. Historical information is sought from social workers and where possible family members. As well as identifying basic health needs, health profiles are also able to highlight if there are specific areas of concern that may need a particular advice or action. Health Action Plan targets are devised and developed.

Given the nature of our children we may need to look at providing additional therapeutic support to be able to help them to think and come to terms with difficulties that they have or have had in the past. As part of our service, we are able to link into the wider therapeutic service that is provided by Ethelbert Children's Services. The therapy service has therapists from a variety of different disciplines. All therapists have been interviewed and through the process of checking references we have confirmed both qualifications and external professional supervision details.

There is an internal process where, in consultation with the social worker, the Manager of the home

makes a referral to the Therapy Services Manager to request therapeutic support for a child. Once a decision has been made to identify additional support for a child, or indeed staff team. A referral form will be completed and submitted to the Therapy Services Manager for consideration and implementation. As part of the consideration a matching process will be completed to consider which therapeutic discipline would be most suitable and identify the reasons why. The Social Worker, child and where applicable parents are involved in this process.

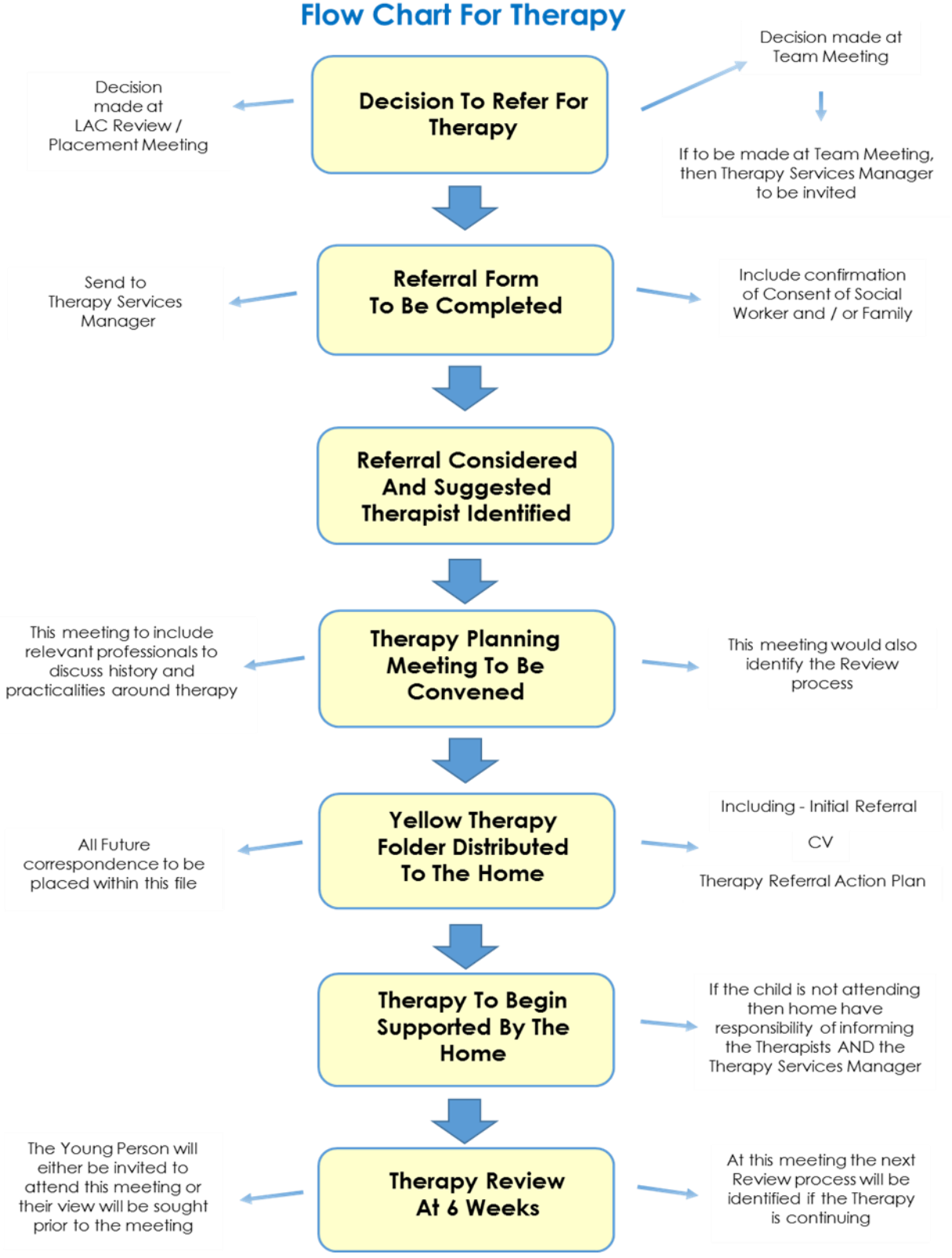
Following the referral there will then be a Therapy Planning meeting between the Therapy Services Manager, allocated therapist, Social Worker and Registered Manager of the home. In this meeting there will be a clear outline of how therapy will happen on a practical level (venue, day and time) and a review process will also be identified. Most situations will call for a review to happen after the first 6 weeks. This will hopefully allow sufficient time for a suitable relationship between child and therapist to begin and reflected upon before a plan is made for the future.

Beyond the review process there is a request/expectation that the therapist will provide a report at regular intervals to measure the success of the intervention. In addition to this, there will also be termly therapy review meetings to ensure that there is constant professional oversight and evaluation of the work that is being completed. All reports will be held on the Therapy File of the child in question.

Effective therapy for 'Children Looked After' is reliant on good planning and an appropriate level of positive communication to ensure that it is successful. If at any point in the process there is any concern regarding the intervention or the process then any party, including the child, are able to call for a meeting to review the support offered.

Our Therapy Process Flow Chart follows:-

Flow Chart For Therapy



Positive Relationships …

15. The arrangements for promoting contact between children and their families and friends.

Every child has a right to have and maintain contact with their family, friends and other significant adults in their life, providing that this does not affect their safety, well-being and it is in their best interests.

The home will support contact visits and help develop the relationships that exist for the child.

Contact visits can be supervised and in support of this, a Contact Working Agreement will be drawn up between the home, family member/friend/significant adult and the Social Worker so that there is clarity of expectation, structure, frequency and direction. Transport and support is available to all children on a needs led basis and/or where deemed appropriate or necessary.

As a home we recognise the importance and significance of contact. To help support this, if the child is placed a long way from their home, there is an accommodation service available to support developing contact and ensuring that this is a positive experience for the child and their family alike.

The children are encouraged to maintain indirect contact by telephone or through letters and emails, this is discussed and incorporated into their individual Placement and 24 Hour Management Plans.

The level of contact is set out in the Initial Placement Planning Meeting and reviewed through the child's 'Child Looked After' review process.

The Protection of Children …

16. A description of the homes approach to the monitoring and surveillance of children.

In line with Children Homes Regulations, a risk assessment is undertaken for each child, moving into the home. These risk assessments are to effectively safeguard the children and are not only generated on their initial placement but regularly updated throughout their stay. In addition to this, as a protective measure a bedroom door alarm system can be installed if deemed necessary. A signed consent form from the person with *Parental Authority would be obtained prior to installation.*

We also have an external burglar alarm system. This is purely a safeguarding measure for the home and is activated when all staff and children leave the home.

17. Details of the home's approach to behavioural support, including information about:

a) The home's approach to restraint in relation to children; and

b) How persons working in the home are trained in restraint and how their competence is assessed.

a) The children are placed within our home primarily for behavioural and mild to moderate learning difficulties and problems that have resulted in them being unable to live in their family home and/or in a foster placement.

Within the home, it is understood that it is the quality of relationships developed between the children and staff that supports the children in their behaviour and interactions.

When there is a behavioural issue and/or incident there is a discussion with the child regarding what happened and how this could have been addressed differently. Strategies to support thoughts, feelings and situations are discussed with the child to try and help them learn and internalise different boundaries and expectations.

On occasions it may be necessary to further reinforce this by setting a sanction. The setting of a sanction is to give a clear parental message to the child of disapproval. Sanctions, where possible and practicable will be related to the incident in an attempt to provide an association and learning experience for the child. Sanctions set are recorded within the homes Sanction Log and children are invited to express their thoughts and views.

Within the home, there is a detailed Behaviour Support Plan devised for all children. This strategy outlines presenting behavioural difficulties and or challenges for the child and staff intervention to manage this effectively.

Behaviour Support Plans are reviewed and updated regularly and all are overseen by CPI Safety Interventions Instructors to ensure that the practice and intervention is in line with accredited training.

There may be situations and occasions where children need to be physically contained and held by staff. This is a last resort intervention by staff and one which is only implemented when there is a high level of risk to others, damage or to the young person themselves.

Staff are to try and calm and de-escalate the situation in line with individual Behaviour Support Plans for the child. Any physical intervention is to, where possible, be supported by two members of staff. In addition to this there is always a member of staff on duty in the home who is fully trained in first aid assisting in the safeguarding of a young person following an incident of physical intervention. In the event that physical intervention is/was necessary and at an appropriate time, the child is to be offered medical support.

There is to be a discussion with the child as to the incident and how this could have been supported/handled differently and more positively. All 'holds' and subsequent debriefs with young people and staff are recorded within the homes Restraint Log.

b) All staff are currently trained in CPI's Safety Interventions. The CPI's Safety Intervention course has been developed using the foundations of the 'Crisis Development Model', previously used in MAPA. The course itself is to understand how to de-escalate behaviours using tools such as body language and verbal/non-verbal strategies. This will assist in developing and maintaining relationships which in turn should minimise challenging behaviour.

Michael Atkins is our own fully accredited CPI Safety Interventions Instructor, who undertakes staff training across the entire company, including our foster carers. Michael has been delivering the CPI Safety Intervention programme since February 2018 and during this period has progressed from the position of CPI accredited trainer to a CPI Senior Instructor. In addition to this Michael also has extensive experience of residential childcare having been an Ofsted Registered Home Manager since September 2016.

The CPI Safety Interventions Philosophy

Incorporated into our training are methods for staff to safely disengage from situations that present risks to themselves, the child or others. The staff learn to safely and effectively use a range of disengagements and holding techniques that are appropriate to circumstances whereby an individual expresses themselves through challenging, aggressive, or violent behaviour and we provide an education to staff enabling the identification of defensible choices regarding the use of disengaging from and/or holding a child or young person.

Upon completion of the programme, other benefits include the abilities to:

- Establish emotional contact and bonding between staff and the child through the use of verbal and physical interaction using the debriefing system.
- Allow the expression of anger, frustration, anxiety and emotional turmoil in a safe and controlled environment.
- Enable staff to explore issues of threat and confrontation with the child.
- Enable children to recognise their feelings and to learn to express themselves in meaningful and constructive ways.

- Help children and staff to identify and adopt alternative coping strategies.
- Help children and staff alike develop more meaningful and trusting relationships.

CPI safety intervention training operates within the standards of the British Institute of Learning Disabilities (BILD) Code of Practice for the Use and Reduction of Restrictive Physical Interventions (2010) and is accredited by the BILD Physical Interventions Accreditation Scheme.

All staff undertake annual training that is certificated by the CPI safety Intervention instructor stating competence in applying physical holds and de-escalation.

Leadership and Management …

18. The name and work address of:

a) the registered provider;

b) the responsible individual (if one is nominated); and.

c) the registered Manager (if one is appointed).

a) The Registered Provider is Ethelbert Specialist Homes Limited trading as Ethelbert Children's Services. The Company's registered address is 17, Leigh Road, Ramsgate, Kent CT12 5EU. It is registered at Companies House as a Private Limited Company, registration number 03291503.

b) The Responsible Individual is Leslie Davenport of 17, Leigh Road, Ramsgate, Kent CT12 5EU.

c) The Home Manager is Gareth Hopper (Pending Registration)

19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or healthcare.

a) Please refer to Section 1, in the home's Workforce Development Plan under Management and Staffing structures for details of the experience and qualifications of the current staff team. Also included in the Workforce Development Plan under Section 2 are details of the management team and all staff commissioned to provide Education, Therapy or Healthcare.

Please note: Staff Profiles and those commissioned to provide Education, Therapy & Healthcare services are also available upon request as Appendices to the Statement of Purpose.

20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or healthcare.

Gareth joined ECS in 2012 as a residential worker and following a year's service decided that he would return to retail work. However the following years provided no real job satisfaction and he often reflected upon his time with Ethelbert Children's Service, therefore he decided to enrol on an Education Foundation Degree and also to return to ECS to pursue a career in childcare. Since then, he has completed Counselling Courses at Canterbury University. During his career, Gareth, has worked with young children at nursery level as well as dealing with the public of various ages

and needs. As a parent himself, Gareth is keen to engage the young people to participate in different activities, which he believes helps to form trusting, professional relationships. Gareth has completed his Level 3 Diploma for Residential Childcare and achieved a promotion to Senior Residential Worker all of which supported Gareth's long-term goal of becoming a Registered Manager. An opportunity arose at Artillery House for him to support the Registered Home Manager with overseeing and supporting the management of the home. Gareth took this opportunity and when the Registered Manager relinquished the role, Gareth become the obvious choice with his desire for management, knowledge and familiarity with children in place, the home and the staff team. He is enrolled and working towards completion of the Level 5 Diploma in Leadership and Management for Residential Childcare and is ready to submit his application to Ofsted. Following a successful application and Fit Person Interview with Ofsted on 29th January 2024, Gareth was awarded Registered Manager status on 2nd February 2024. With the success of Artillery House and the stability and unity demonstrated by the children and staff team in Artillery House, Gareth was offered the opportunity to also manage Bromley Lodge given its proximity to his existing home and with only two children currently living there. Gareth was confident in his ability and methods to conclusively meet the needs of all the children in his care, provide the balance of support and encouragement to the staff teams and effectively execute this dual management role without compromise. Gareth has already completed his application to Ofsted in anticipation of the Registered Manager award.

At full occupancy the home will have sufficient staff team to meet the children's needs. There may be circumstances when it is necessary to have a higher staffing support, and wherever possible this should be achieved by using staff from the home or staff from other homes that are known to the children. It is not company policy to use agency staff.

If in extreme circumstances there is a shortfall in staffing levels and it is considered necessary to reduce staffing levels to one member of staff or in the event of sole occupancy the Manager, in consultation with senior management, will make a formal assessment of the implications for the child(ren) and all likely risks and record these to ensure adequate safeguarding. In support of this an on-call system is available on a 24/7 basis to request staff support from via the Registered Manager or on call Senior Manager who will be able to identify support from other ECS homes in close proximity. A Workforce Development Plan is within the home to ensure sufficiency of staff numbers and ongoing recruitment.

The Registered Manager is supervised by an Area Manager. This takes the form of monthly documented supervision where the operational running staffing and needs of the children are discussed and considered. In the absence of the Manager or Senior Residential Worker at the home, the Area Manager can deputise for the day to day responsibilities within the home. The Registered Manager is then responsible for arranging supervision within the home directly supervising the Senior Residential Worker. Supervision occurs on a monthly basis as a minimum and is documented and filed appropriately within the home. The Registered Manager or Senior Residential Worker within the home offer and provide the Residential Workers a minimum of monthly supervision. This offers and provides qualitative feedback on performance in working with and supporting the young people.

Bromley Lodge staff team have group supervision facilitated by a qualified therapist. This is undertaken on a regular basis and offers the team a further support in working with the children in the home.

All staff members receive an annual appraisal. This is undertaken in conjunction with the staff

member and all aspects of the role are appraised and reviewed. Targets are set for the development of the staff member and this is discussed in supervision and also forms part of the appraisal process upon successful completion of their probationary period.

21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.

Bromley Lodge has a mixed staff team gender with a balance between male and female workers within the home.

Care Planning …

22. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission.

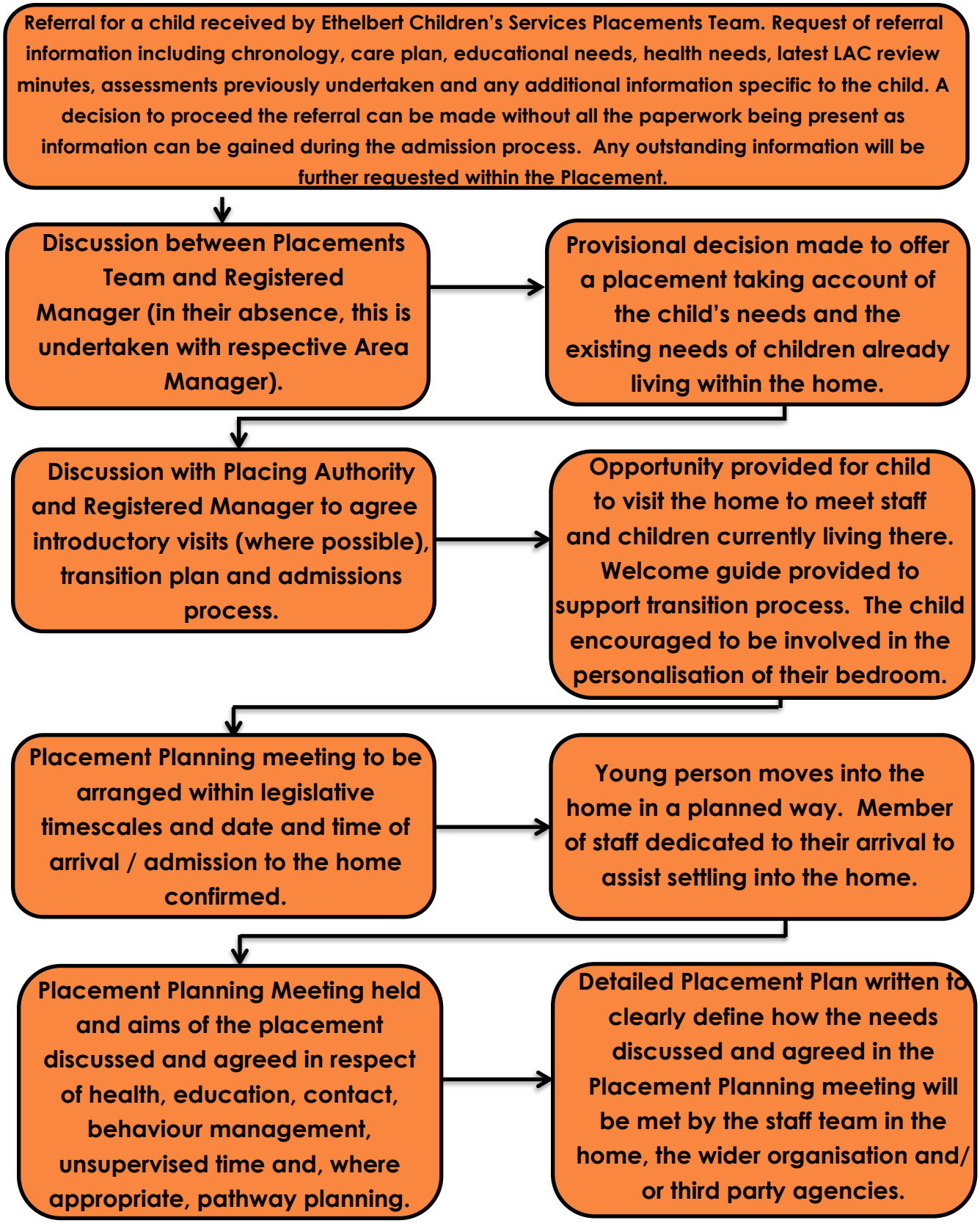
All referrals initially come through the Placements Team. There is significant information requested in relation to the child being referred and essential information gained before a discussion with the Registered Manager takes place as to the suitability of the referral. In the absence of the Registered Manager, this assessment of suitability may take place with the respective Area Manager.

If the referral is felt to be a suitable match then the Registered Manager will liaise directly with the Placing Authority and Social Worker to discuss in more depth the care needs and aims of placement. If the Registered Manager (or in their absence, the Area Manager) believes that the home can meet the child's needs in conjunction with the other children already living there, there is a plan of admission outlined. This plan of admission will be individualised, however, where possible, it is good practice for the new child to have the opportunity to visit the home, prior to placement and meet the staff and other children. A child friendly Welcome Book is used as a good introduction to the house and supports the child in the initial move, outlining the home in a bright, colourful format with pictures. This is discussed with the other members of staff and the children already living within the home.

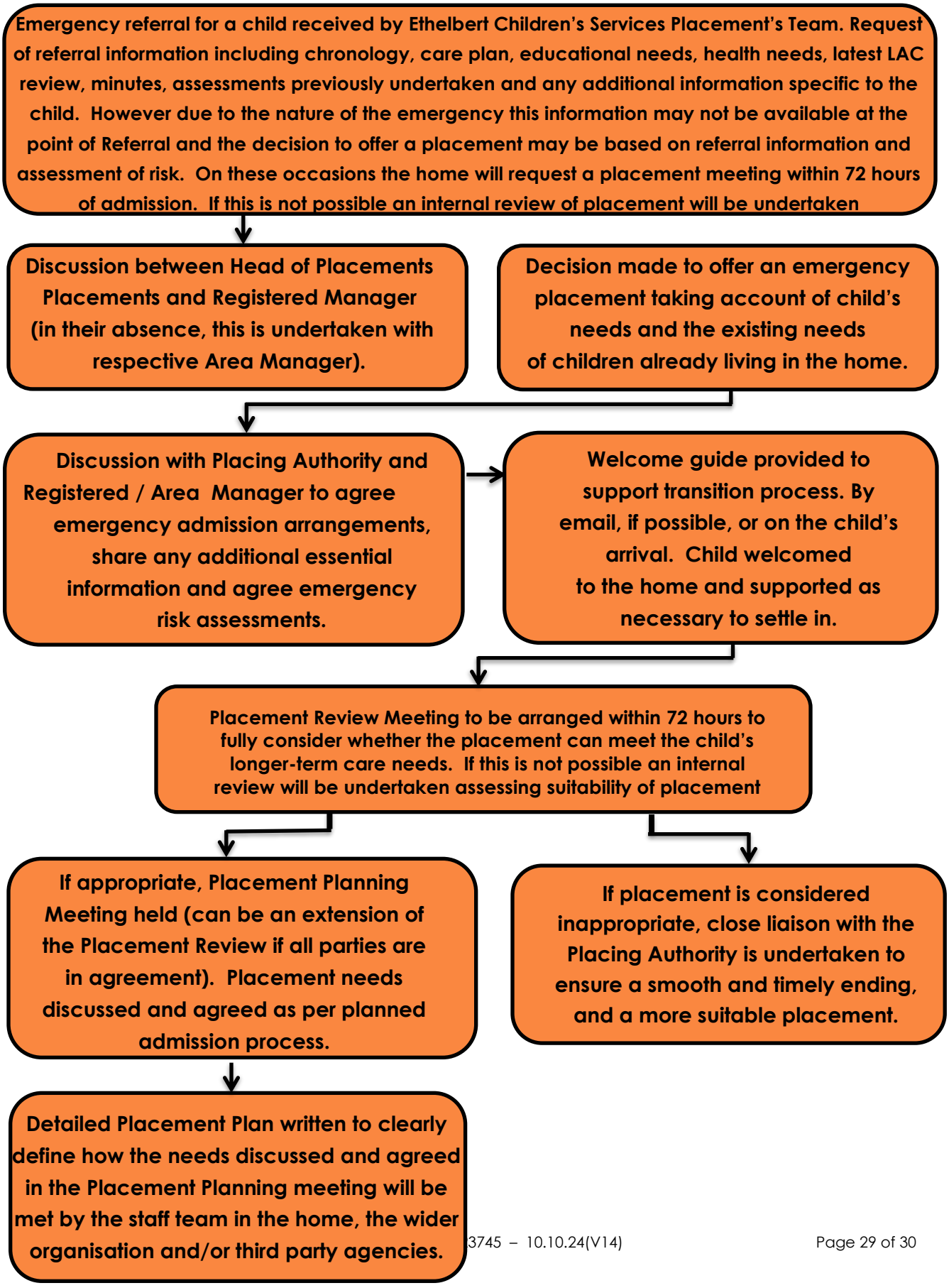
Where possible, placements and admissions are planned; however, the home does accept emergency referrals and same-day admissions when sufficient information is available to make a considered matching decision. Emergency placements are reviewed with the Placing Authority within 72 hours of admission, at which time a decision is taken as to whether the child is appropriately placed and the home can continue to meet their needs on a longer-term basis.

Procedures for both planned and emergency referrals can be found on the following two pages.

Planned Placement & Admission Procedures



Emergency Placement & Admission Procedures



Appendices

Current Home Staff Profiles

Therapists and Healthcare Professionals

(All the above along with Staff Training can also be found in the Workforce Development Plan within the home).

In an effort to maintain accuracy and up to date information
These documents will remain 'loose leaf'. Updates and amendments
are sent to Ofsted within 28 days