



Statement of Purpose And Function



Harold House SC063116

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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.

Harold House provides a warm safe nurturing environment to six young children who have behavioural and mild learning difficulties as well as suffering from some form of emotional trauma. As a team of well-trained and dedicated adults we are able to provide the children placed within the home with a high level of consistent 'parental' care which supports the children to once more begin to trust, feel safe and come to terms with some of the reasons that they are being 'looked after'. This work is carried out by a team of adults who fully understand that the children are emotionally very young and have suffered separation and loss. During their time spent at Harold House the children are given the time and space to grow and develop in their own time and at a pace that they appear to be comfortable with.

All children placed within the home are 'Children in Care'. The Placing Authority Social Services will therefore have some level of Parental Responsibility for the children under the 1989 Children Act.

Since early 2014 we have consistently worked with younger children. During this time, we have been able to provide each child with a high level of individual care which is tailored to their particular needs and requirements as outlined in their care plans. This has supported some of our children to be able to move on successfully to their identified foster families.

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

Our aim within Harold House is to provide each child placed with a high level of 'parental' nurturing care delivered by dedicated skilled adults who act as role models that are consistent, thoughtful and caring. In an environment that is warm, vibrant and safe to which they eventually respond to by demonstrating significant changes in their behaviour.

All adults currently caring for the children within the home fully understand that the positive 'parental' relationships that we are able to develop within the home are paramount when endeavouring to meet the ever-changing needs of the children. It is these developing relationships that begin to form the foundations for the children to begin to feel safe, secure and healthy assisting them to grow, develop and achieve socially and educationally.

During their placement the children are supported to feel safe and secure within the home by the



implementation of firm but fair boundaries alongside a consistent structured daily routine.

During their time spent within Harold House the children are afforded a high level of adult support throughout their placement. All adults working with young children fully understand that the children placed are not always able to recognise their emotions or how to process and communicate or express themselves in a more constructive appropriate and socially acceptable way. However, by providing the children with positive experiences, supporting them to develop their own confidence and self-esteem, assisting them to begin to understand and recognise their own emotions. We begin to experience children that are able to speak up, know they will be listened to, fully engage in their placement and contribute to their own care and the home that they reside in.

For some of our children the aim of their placement is to identify suitable foster carers and enable them to make the positive transition into their new home. Both the adults and the children within the home work closely together to achieve this and are able to recognise the time when the 'window of opportunity' opens for each child. This occurs after they have been able to fully accept the 'parental' support which has been consistently provided to them which has assisted them to feel confident in themselves, what they have achieved and can manage their own behaviour clearly demonstrating that we have succeeded together to make a transition achievable.

The long-term Care Plans for the children are set out within the placement and are discussed with the children so that they are aware as to their targets goals and expectations. There is no specific age at which children have to leave Harold House and the decision as to remaining in placement is centred on the ability to achieve and work towards individual long-term Care Plan goals and ensuring a compatibility alongside the other children in placement. This allows a degree of flexibility and individual decision making based on the needs of each child in the home.

Most of the aims outlined above are met by the ethos of the home which is firmly based under the umbrella of 'play'. Due to the apparent emotional ages and the diverse individual needs of the children placed within the home the adults encourage and support the children to begin to experience 'play' as this is something that most of our children have missed out on. This involves the adults engaging with the/alongside the children to enrich the 'play' experience and to teach the skills required to be able to do this. Through 'play' we are able to support the children to enjoy and achieve, to socialise, to share, recognise feelings and develop their own self-esteem and confidence. The children are fully encouraged and supported to join established clubs and enjoy activities outside of the home which affords them the opportunity to begin to socialise and make friends outside of the home.

For some children, rehabilitation into a fostering environment may be a possible goal, for others a successful transition back to the family environment. However, we are able to recognise that this plan may not suit all of the children placed within our care. Therefore, a further period within a smaller residential setting with children with similar interests and social skills may be beneficial. Should this become apparent and considered to be in the best interest of the child then this is a decision that is made through consultation and discussion with the placing authority.

The aim of the home is that the children are happy, safe and able to maximise their own personal full potential.



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) Harold House is a large double-fronted semi-detached home 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) Is registered for up to six children of either sex. Our normal admission age is between 6 and 14 years old, although children outside of this range may be considered subject to matching considerations with other children in placement. Currently we have all boys in placement.
- c) The home consists off a communal lounge, dining room, kitchen, games room and a meeting room. There are also 2 shower rooms, one bathroom and two lavatories.

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. Each bedroom is furnished to a high standard with single bed, chest of drawers, bedside cabinet and wardrobe. A television is made available for each child once the child's social worker agrees the child is of an appropriate age to have one installed.

In addition to the six bedrooms for the children and young people, there are two further bedrooms, located on the same floor. At night time when the children are settled and the home secured for the evening 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 at all times throughout the night.

There is an option for each child to be provided with a safety storage box so that they can lock away and secure any personal items they wish to keep safe or alternatively they can give these items to an adult for safe keeping in the office. There is a key to each child's bedroom however given the age range of the children at Harold House, these keys are kept by the adults until such times as a mutual decision is reached by the home and social worker to issue, at this point the child will then be entrusted with a key.

The home is vibrantly decorated and furnished to a high standard. In the lounge the children are provided with access to satellite television, good quality soft furnishings alongside a warm homely environment. The dining room has a large dining table to allow everyone to dine together. The kitchen is well equipped with modern cooking appliances.

In the colourful warm inviting games room there is a variety of age appropriate board games and assortment of toys/cars and Lego which enables the children to play/create and have fun alongside the adults who, owing to the ages of children at Harold House, actively engage in all play activities. Within this room there are photographs of the children enjoyed their most recent activities/holiday.

The overall atmosphere and environment within the home is one of warmth, family and fun.

4. A description of the location of the home.

Harold House is situated in a residential street, close to Margate on the North Kent coast. Nearby there are a wide range of amenities including local shops, clubs and local parks, transport links and sandy beaches.

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.

The children living within Harold House will come from various cultural backgrounds each 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 adults working with the children 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 adults 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 although they are accessible to them, given their ages and levels of understanding, supervision, guidance and support from senior home staff or Social Worker would accompany any issuance of these documents.

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 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. Lawrence Best is the company's designated Safeguarding Co-Ordinator and holds the Diploma in Therapeutic Childcare and Level 5 NVQ in Operational Management. He has held management positions since 1986 in both childcare and external fields. He joined Ethelbert Children's Services in 1995 having had experience of working with Children Looked After in various settings and roles including residential work, house parent and special educational needs units.

The home's Safeguarding Policy is in line with LSCB Kent and Medway Child Protection Procedures and an up-to-date copy is available online from within the home to which all staff have access. The Manager of the home will discuss any safeguarding concerns with the Safeguarding 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. 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.

The staff undertake training in safeguarding and in particular this year will begin courses delivered by The Kent Safeguarding Board. This is due to the growing need to understand how young people can be put at or place themselves at risk. Staff have training in Child Sexual Exploitation (CSE), Radicalisation and Drug and Substance Misuse training and will have annual refreshers. 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. 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 Children's 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 continued progression and development within the home.

All of the children placed within the home are actively supported and encouraged by all of the adults to participate in fortnightly children's meetings during which time they are given the opportunity to speak about/discuss the running of the home, the décor, activities, meals that they would like/new foods that they would like to try and any changes they would like to bring about. Due to the children's ages, understanding and apparent inability to focus for lengthy periods of time. These meetings are usually held around the dining table during breakfast or dinner as we have found that this is usually the time when the children are more likely to be willing to listen, chat, discuss and engage in short meetings which are therefore more productive. Anything raised by the children which cannot be immediately resolved/agreed and may require further discussion is then further discussed in the staff meeting and then fed back to the children as soon as possible. This further supports the children to understand that we do listen to them and that their views and opinions count.

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.

The children are supported and encouraged to take part in the 'Child Looked After' reviews and their wishes and feelings are considered and discussed appropriately in this meeting.

A monthly inspection is undertaken (Regulation 44 Inspection). The Inspector undertaking the visit is independent to the home and has no line management responsibility within the organisation. During the visit the Inspector will talk to the children and discuss how they feel and how they experience living in the home. Any concerns or issues can then be shared with the home and acted upon. A copy of this report is supplied to the Manager and Responsible Individual and also forwarded to Ofsted, the Placing Authority and the host authority on 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 or alternatively children can complete a 'Word' version 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 are staffed by suitably qualified and experienced personnel under the supervision of Julie Bartlett, Head of Education. Julie joined the company in 2013 having worked as a teacher since 1994 and a middle leader since 2007. Her teaching experience includes a range of subjects, Design and Technology, Art and Design, Humanities and Health and Social Care. In addition to this, Julie also had the responsibility for leading the Social and Emotional aspects of a learning programme as a whole school initiative and also developed a school action plan for the equalities policy. Julie has a Bachelor of Education honours degree with a subject specialism in Design and Technology. She has completed several professional development courses on leadership in education and schools. Further studies have included a Certificate and Advanced Certificate in Therapeutic Person Centered Counselling and has recently completed a Diploma in Cognitive Behaviour Therapy.

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 a bespoke primary learning environment. The school is registered for up to 20 pupils of mixed gender and ability aged between 5 -12 year (Key Stage 1-3). Pupils who attend the school follow the National Curriculum and teaching is differentiated to suit individual needs. Emphasis is placed on developing literacy and numeracy and pupils experience a balanced curriculum. It is our aim however, where possible and if applicable to reintegrate the children back into mainstream education. The school offers a high teacher/LSA to child ratio with opportunity for individual one to one sessions to support educational and social development.

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.

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 warm, 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 adults within the home will support and encourage the children in developing and maintaining a wide range of hobbies, sports and interests. The children are consulted in regards to what activities that they may wish to participate in and/or try, 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 during which time the adults will assist in developing links with the clubs to ensure that the child is supported and that this is a positive experience and assists in the building of self-esteem.

Health and Well-Being ...

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 2 of the homes Workforce Development Plan for details of the Management Team and all staff commissioned to provide Education, Therapy or Healthcare.

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.

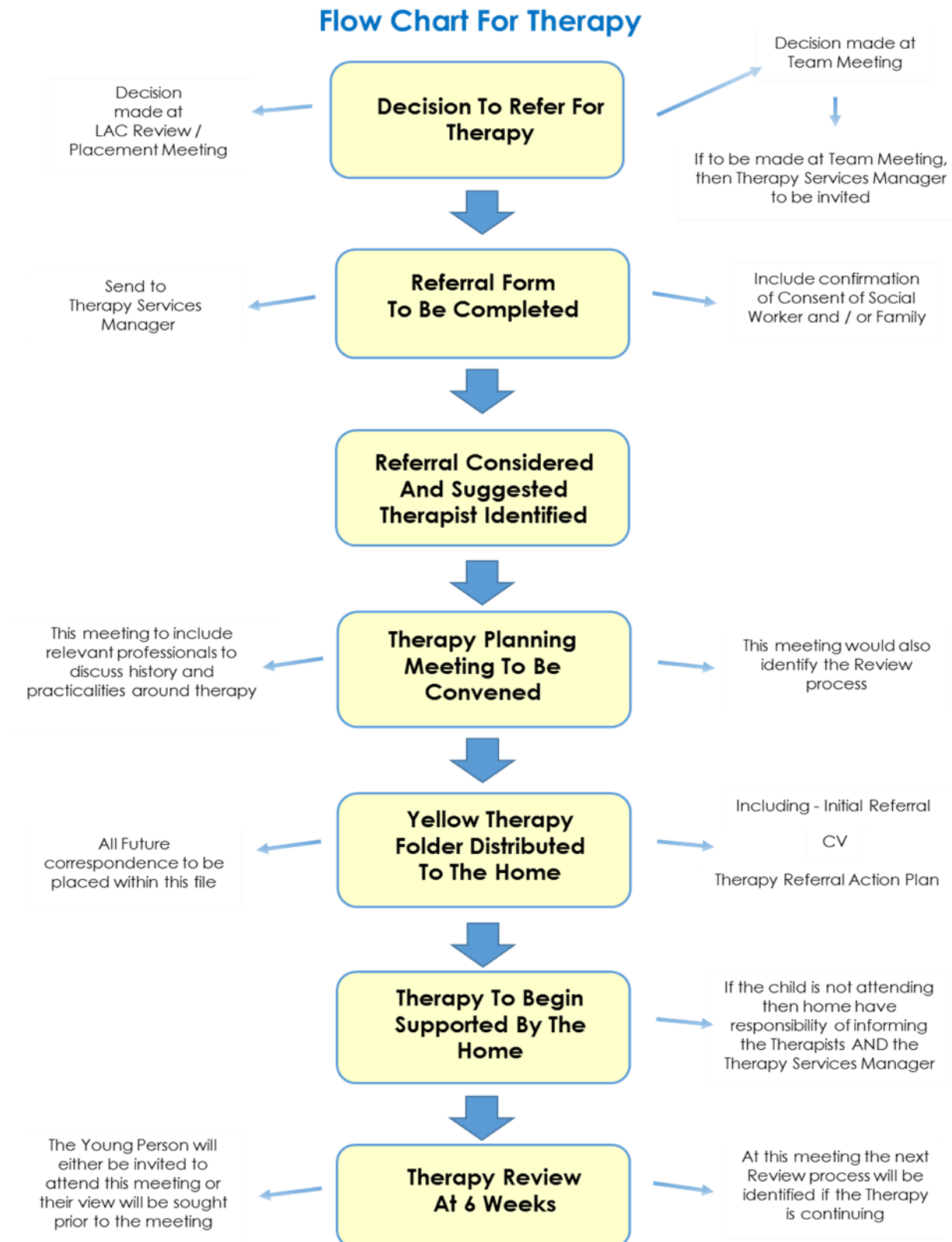
Following the referral there will then be a Therapy Planning meeting between the Therapy Services Manager, allocated therapist, Social Worker and Registered Manager of the home. In this meeting there will be a clear outline of how therapy will happen on a practical level (venue, day and time) and a review 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 will be 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.

The home has an internal bedroom door alarm system fitted. The alarm system is fitted purely as a protective safeguarding measure so as to monitor the movements of children at night.

When all the children have settled to bed the bedroom door alarms within the house are activated. When a child opens their door, a discreet alarm is activated in either the sleep-in staff member's bedroom or on a pager system that the staff can carry with them at night. It is the member of staff's responsibility to check on the child and ascertain why they are up and to check on their welfare. Once the child is settled back to bed, the alarm is then reset and the staff return to their room for the remainder of the night.

In line with guidance a signed consent form from the person with Parental Authority is obtained prior to admission of the child in the home.

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 relationship developed between the children and staff that supports the children in managing and developing their behaviour.

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 handled differently. Strategies to manage

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 Management Strategy devised for all children. This strategy outlines presenting behavioural difficulties for the child and staff intervention to manage this effectively.

Behaviour Management Strategies are reviewed and updated regularly and all are overseen by MAPA Trainers 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 Management Plans for the child. Any physical intervention is to, where possible, be supported by two members of staff.

After a physical hold has been applied 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 managed/handled differently and more positively. All 'holds' are recorded within the homes Restraint Log.

b) All staff are currently trained in CPI's Management of Actual or Potential Aggression (MAPA). CPI's MAPA course has been devised from the best parts on the Non-Violent Crisis intervention Programme and the Positive Options, MAPA offering. Donna Gallagher is our own fully accredited Behaviour Management Specialist, who undertakes staff training across the entire company, including our foster carers. Donna is a Registered Manager and has been delivering the CPI's Non-Violent Crisis Intervention programme since March 2009. Subsequently she has developed from being just CPI accredited trainer to Master Trainer. Donna is supported in the training of staff by another Registered Manager within ECS, Michael Atkins. Michael has recently undertaken the accredited training programme and will be working alongside Donna in the training of staff.

The MAPA Philosophy

With our training, we enable 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 holding interventions that are appropriate to circumstances whereby an individual expresses themselves through challenging, aggressive, or violent behaviour and an education in making defensible choices regarding the use of disengaging from and/or holding a 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.
- 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 feeling and to learn to express themselves in meaningful and constructive ways.
- Help children identify and adopt alternative coping strategies.
- Help children and staff alike develop more meaningful and trusting relationships.

MAPA 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 MAPA trainers 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, CT12 5EU. It is registered at Companies House as a Private Ltd Company, registration number 03291503.

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

c) The Registered Manager is Kerri Matthews of 17 Leigh Road, Ramsgate, CT12 5EU.

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.

Kerri Matthews was awarded the status of Registered Manager of Harold House on the 29th of March 2012, following her successful application to Ofsted. Since 2003 Kerri has gained considerable LAC experience the residential setting working with young people with learning difficulties and challenging behaviour. Kerri joined Ethelbert Children's Services in 2005 as a residential worker and progressed to registered Manager of Strathaven House. During the period of her management of Strathaven House Kerri also, for an 18 month period held the position of acting Manager of Lochaber Lodge. Kerri has completed her NVQ 3 and 4 Health & Social Care – Young People and holds OCR 4 in Generic Management.

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.

Harold House 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.

Harold House 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.

Ethelbert Children's Services has a Head of Placements, Martin Foster.

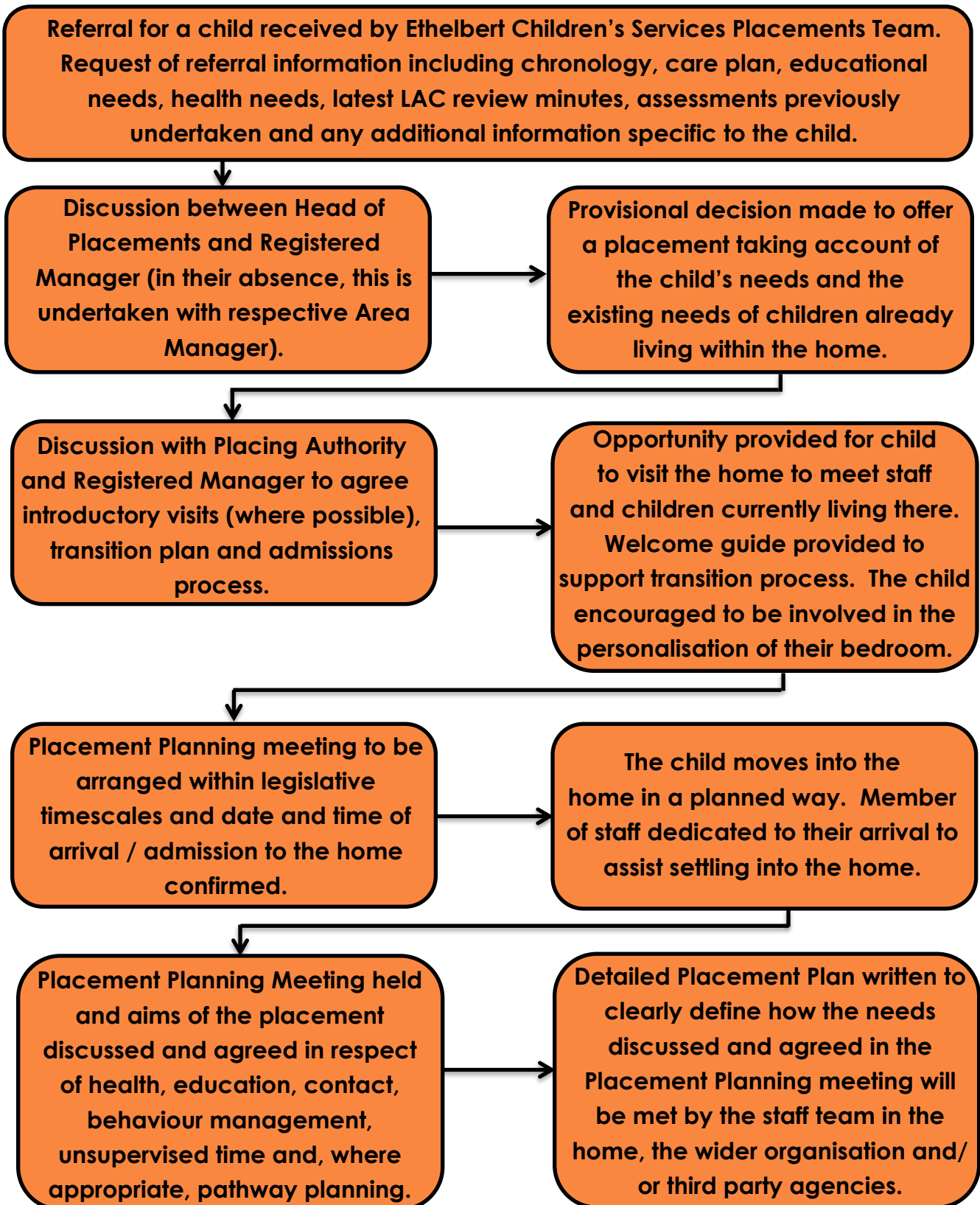
Initially, all referrals come through the Placements Team. There is significant information requested in relation to the child being referred and essential information gained before a discussion with the Registered Manager takes place as to the suitability of the referral. In the absence of the Registered 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.

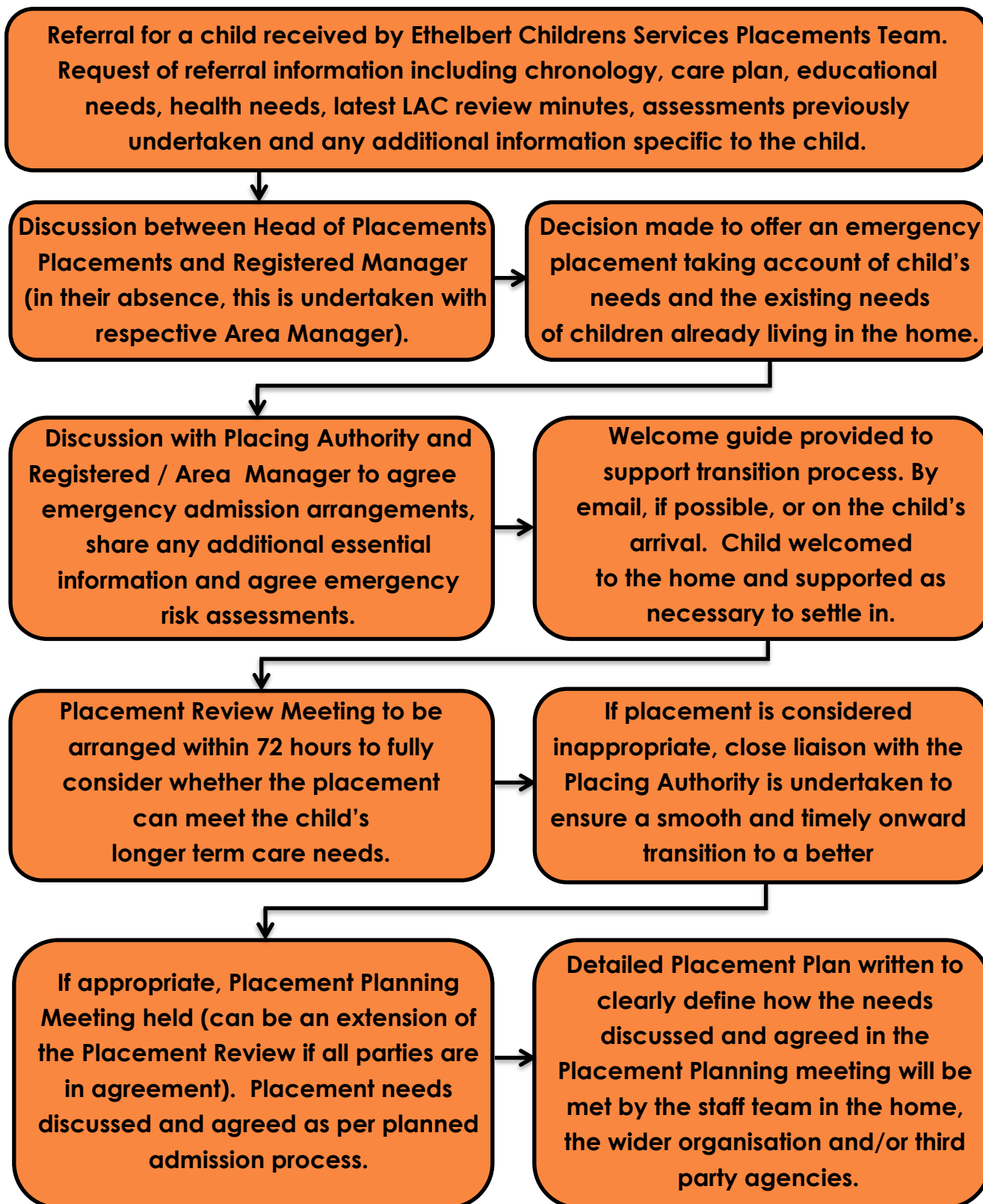
Where possible, placements and admissions are planned; however, the home does accept emergency referrals and same-day admissions when sufficient information is available to make a considered matching decision. Emergency placements are reviewed with the Placing Authority within 72 hours of admission, 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 at the rear of this Statement of Purpose.

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