



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 home 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-informed and dedicated nurturing adults we are able to provide the children living 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 'cared for'. 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 living in Harold House the children are provided with 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 living 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 continued to provide each child with a high level of individual care which is tailored to their specific needs and requirements as outlined in their care plans. This has supported the majority of our children to be able to move on positively into their new identified homes and 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 who comes to live with us with a consistent high level of nurturing 'parental' care delivered by dedicated and skilled adults who act as positive role models that are consistent, thoughtful and caring. In an environment that is warm, vibrant, and safe to which the children eventually respond to by demonstrating significant changes in their behaviour, socially, emotionally, and academically.

All adults currently caring for the children within 'their' home fully understand that the positive 'parental' relationships that we can develop with the children are paramount when endeavouring to meet their ever-changing needs. 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 in all areas of their lives.

During their time spent with us the children are supported to feel safe and secure within the home and when in our company by the implementation of firm but fair 'parental' 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 each day. All of the adults working with young children fully understand that the children who come to live here are not always able to recognise their own emotions, how to process and communicate or express themselves in a more constructive appropriate and socially acceptable manner. However, by providing the children with positive experiences, by supporting them to develop their own identity, confidence, and self-esteem, and assisting them to begin to understand, recognise and start to manage their own emotions, we can begin to experience children that can confidently voice their own wishes, feelings and emotions. They will have an understanding that they will be listened to, fully engaging, and contributing to their care, their home and their future.

For most of our children the aim is to identify suitable new families and enable them to make the positive transition into their new homes. Both the adults and the children within the home work closely together to achieve this and can recognise the time when the 'window of opportunity' opens for each child. This occurs after the children have been able to fully accept the 'parental' support which they have been consistently provided with, which has assisted them to feel confident in themselves, understand 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 home and are discussed with the children so that they are aware of their targets, goals and expectations. There is no specific age at which children must leave Harold House and the decision for them to remain in their home is centred on the ability to achieve and work towards their individual long-term Care Plan goals whilst ensuring a compatibility alongside the other children. This allows a degree of flexibility and decision making based on the individual 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 living within 'their' home the adults encourage and support the children to learn and begin to experience 'play' as this is something that most of our children have missed out on. This involves the adults engaging with and alongside the children to enrich the 'play' experience and teach the skills required to be able to do this. Through 'play' we can support the children to enjoy, achieve, socialise, share and recognise feelings to enable the development of 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 of our children, returning to live in a 'fostering' environment may be a possible goal, for others a successful transition back into their family environment. However, there are times when we have needed to recognise that this plan may not be suitable to all of the children that come to live in the home. Therefore, a further period within a smaller 'care based' setting with children with similar interests and social skills may prove to be more beneficial. Should this become apparent and considered to be in the best interest of the child then this is a decision that will be made through consultation and discussion with the placing authority.

The aim and goals of our home is for the children who come to live here to feel safe, happy and able to grow, thrive and develop to their full potential being taking into consideration each of the children's individual wishes and needs.

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 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) Harold House is registered for up to six children of either gender. Our normal admission age is between six and fourteen years old, although children outside of this range may be considered subject to compatibility with other children of the home. Currently we have all boys in placement. A child may be placed in Harold House 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 house consists off a warm inviting lounge, colourful dining room, kitchen, well stocked games room and library. There are also two shower rooms, one bathroom and two lavatories.

Each child has their own bedroom which is decorated to a high standard and in

accordance with the personal taste of each child. The bedrooms are furnished, taking into consideration the ages and individual needs of the children. A television/CD player is available for each child.

In addition to the six bedrooms for the children, there are two further bedrooms, located on the same floor. Each night after the children have been tucked in and settled and once the home has been secured at the end of the day, the designated adults sleeping in retire to their respective room for the night. These adults are always available to the children throughout each 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 of the children'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 throughout. The colours and furnishings have been carefully selected considering the children's views, wishes and choices. Each room presents those personalities of the young children that live here, creating a warm, safe, homely environment that the children can call their home.

In the colourful warm inviting games room, there is a variety of age-appropriate board games and an assortment of toys/cars and Lego which enables the children to play/create and have fun alongside the adults who actively engage in all play alongside the children. Within this room there are photographs of the children enjoying their most recent activities/holiday. Outside the large garden has been redesigned and developed with the input of the children. This consists of an extensive Astro turfed area, climbing frames and swings. There is also the opportunity to play with a variety of garden games as well as engage in sensory play with water, sand, and mud.

To the rear of the garden the home has a well-equipped dedicated arts and craft room where the adults promote and encourage the children's individuality, creativity and imagination.

As well as all of the above the home boasts a large dining table which allows everyone to eat together alongside a modern kitchen.

The overall atmosphere and environment within the home is one of safety, 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.

We understand that the children living within Harold House will come from variety of different cultural backgrounds each having their own individual 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 when 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. 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 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 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 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 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 20 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 back 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.

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.

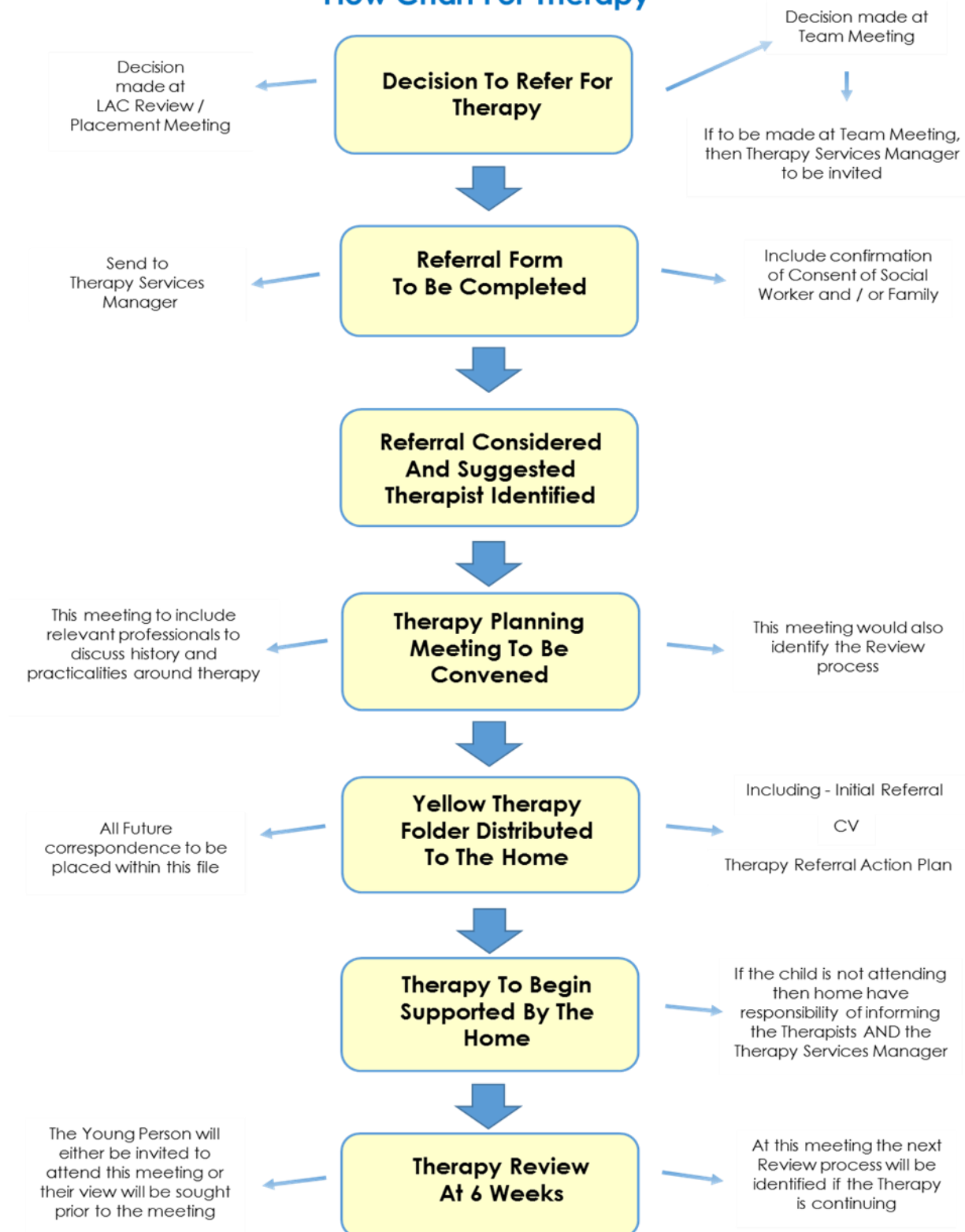
Following the referral there will then be a Therapy Planning meeting between the Therapy Services Manager, allocated therapist, Social Worker and Registered Manager of the home. In this meeting there will be a clear outline of how therapy will happen on a practical level (venue, day and time) and a review 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 Children Homes Regulations, there is a risk assessment undertaken regarding each child and the need for the safeguarding door alarm system being in operation for each child. There is a signed consent form from the person with Parental Authority obtained prior to admission of the child into the home. If there is no identified need for a child's door to be alarmed then it is removed from the door alarm system.

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, 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 within 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. Having now held the post of Registered Manager of Harold House for over 6 years Kerri has continued to provide a stable, homely environment for the children placed in her care. Support and encouragement is clearly abundant within the home, coupled with defined boundaries and effective methods to ensure each child feels valued, and of value. A united team approach delivery of safe and structured care formed the foundations for the staff to build upon. Kerri and her staff achieved their first Ofsted Outstanding in November 2013, a rating the home proudly maintained for seven consecutive years.

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.

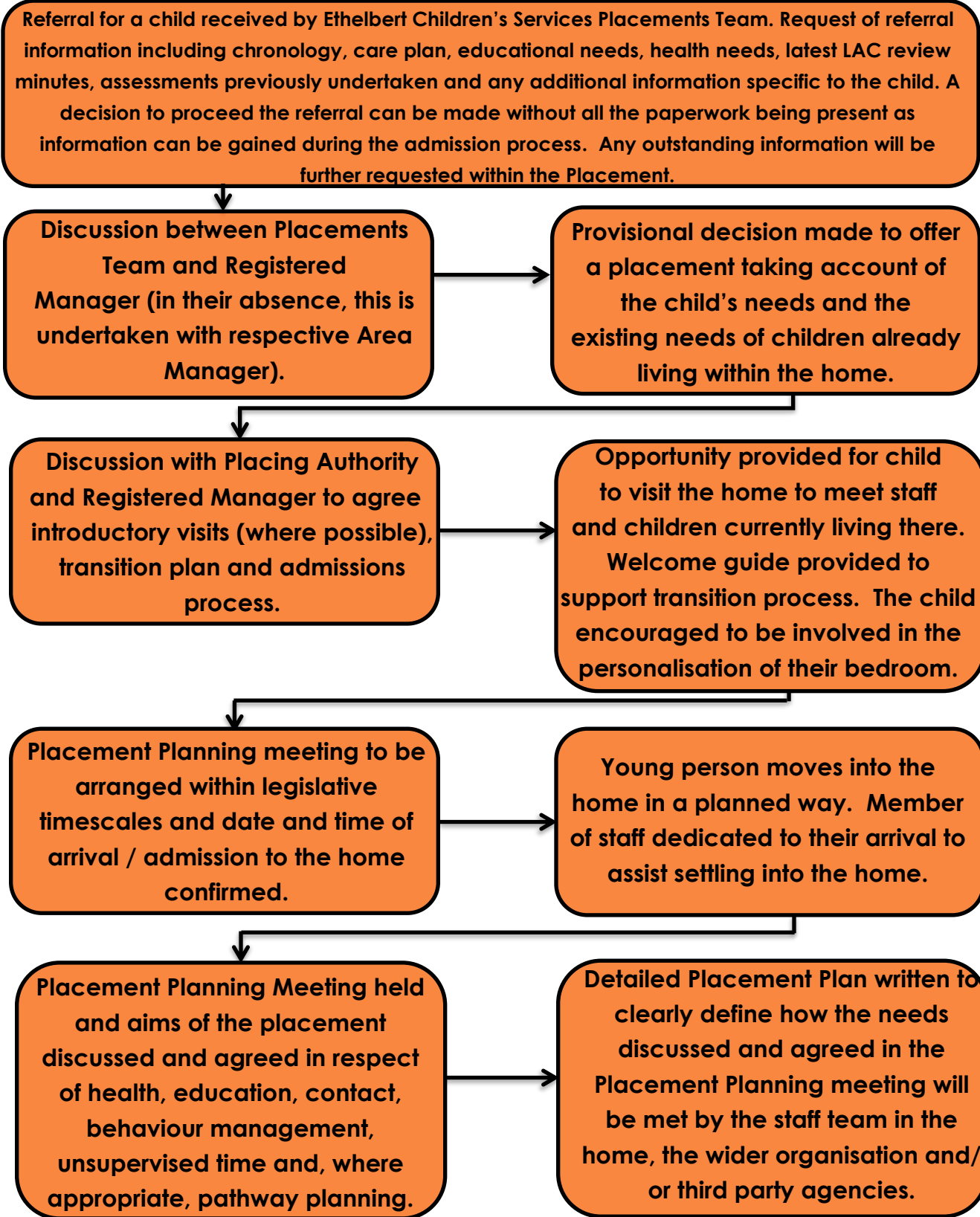
Initially, all referrals come through the Placements Team. There is significant information requested in relation to the child being referred and essential information gained before a discussion with the Registered Manager takes place as to the suitability of the referral. In the absence of the Registered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

Emergency referral for a child received by Ethelbert Children's Services Placement's Team. Request of referral information including chronology, care plan, educational needs, health needs, latest LAC review, minutes, assessments previously undertaken and any additional information specific to the child. However due to the nature of the emergency this information may not be available at the point of Referral and the decision to offer a placement may be based on referral information and assessment of risk. On these occasions the home will request a placement meeting within 72 hours of admission. If this is not possible an internal review of placement will be undertaken

Discussion between Head of Placements Placements and Registered Manager (in their absence, this is undertaken with respective Area Manager).

Decision made to offer an emergency placement taking account of child's needs and the existing needs of children already living in the home.

Discussion with Placing Authority and Registered / Area Manager to agree emergency admission arrangements, share any additional essential information and agree emergency risk assessments.

Welcome guide provided to support transition process. By email, if possible, or on the child's arrival. Child welcomed to the home and supported as necessary to settle in.

Placement Review Meeting to be arranged within 72 hours to fully consider whether the placement can meet the child's longer-term care needs. If this is not possible an internal review will be undertaken assessing suitability of placement

If appropriate, Placement Planning Meeting held (can be an extension of the Placement Review if all parties are in agreement). Placement needs discussed and agreed as per planned admission process

If placement is considered inappropriate, close liaison with the Placing Authority is undertaken to ensure a smooth and timely ending, and a more suitable placement.

Detailed Placement Plan written to clearly define how the needs discussed and agreed in the Placement Planning meeting will be met by the staff team in the home, the wider organisation and/or third party agencies.

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