

The Mead Young People's Home

Statement of Purpose

April 2014

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This document is written as a statement of good practice, as required by Regulation 4, Section 1 of the Children's Homes Regulations 2001, amended April 2014

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Caring for Children

1 Range of needs of the children that The Mead intends to provide care for

The Mead offers a home to young people aged between twelve and seventeen: sixteen is the maximum age on admission. There are five residential places.

We aim to provide a settled period of residential care with therapeutic emphasis and multi-agency involvement, to help children and young people recover from experiences which have rendered them vulnerable and disrupted their primary relationships. Based in the community, our residential service is designed to improve young people's life chances and outcomes by enabling them to rebuild relationships with their families and/or to achieve a stable living situation.

2 Ethos and philosophy of The Mead, the outcomes that we seek to achieve and our approach to achieving them

The guiding principles of the home's work with young people are that:

- the safety of the young people is paramount
- all the young people are individuals, and need a personal response
- a young person's natural home is in a family setting
- rules and routines are purposeful, negotiated wherever possible, clearly understood and consistently applied
- practice is evidence based
- partnership working with families, carers and other agencies is regarded as vital to the successful fulfilment of plans good communication is maintained, both within the home and with carers and other workers
- there is a strong commitment to anti-discriminatory working practices
- change is positively embraced, and the culture is one of positive thinking bureaucracy and unnecessary obstacles to decision making and rapid action are minimised
- staff members have regular, structured supervision as well as access to informal support
- restorative approaches are used as a first resort to resolve conflict and lack of compliance with the home's rules

All young people accommodated at The Mead are valued for their individuality. Staff members respect the rights of the young people, and strongly encourage them to fulfil their responsibilities. Confidentiality and sensitivity are upheld. Young people are encouraged to express their opinions freely - both formally and informally - and can expect a reasoned response to their expressed needs and wishes. Young people are encouraged to remain in contact with their families, and to maintain and develop their social networks.

Staff members aim to achieve a balance of care and control to enable young people to develop as individuals, and to fulfil their personal care plans. This is achieved within a framework of clearly defined boundaries, even when the young person's experiences and circumstances may lead to them challenging the service they're receiving.

Young people are given necessary information to ensure that they understand what The Mead offers. They are actively encouraged to complain if they are unhappy with the service offered, and they have the opportunity to talk about their experiences of

living in the home through regular young people's meetings and one on one discussions.

Objectives

- To safeguard the young person's physical and emotional welfare and mental health
- To help reduce tension in fraught family situations whilst helping the family address their difficulties
- To support parents and primary carers to take the lead responsibility in caring for and promoting the welfare of their children
- To help young people make social adjustments and support their efforts to establish themselves as adults in the community
- To ensure that, through periods of crisis, a young person receives the adult support necessary to achieve their health, education and social milestones
- To provide a settled placement, of 6 months or more, and help the child gain greater control over behaviour which negatively impacts upon their lives and relationships.
- Use therapeutic services to help the child make sense of his/her life experiences and regain a sense of worth and value
- Support care leavers through their transition into a more independent placement.
- Work with the underlying causes of behaviour thereby reducing the child's propensity to self-harm or to harm others.
- Help the child maximize his/her life chances by promoting health and education opportunities and positive social interactions

Facilities and services to be provided for the young people

- Adopt a care management approach offering on going assessment of needs which informs the child's plan and facilitates delivery of an individual package of multi-agency services
- Using formal working agreements in our partnership with parents/carers to establish roles, expectations and timescales
- Providing an out of hours response to young people and families where this is assessed as necessary to meet their needs
- Working collaboratively with other agencies to ensure that all contribute expertise and resources to the package of services necessary to meet the young person's needs
- Supporting leaving care services, which help young people to establish themselves as young adults in society
- Adopting a shared care approach with all families, helping parents and primary carers to remain actively involved in their children's life, sharing responsibility for their welfare, care and development
- Use research to inform practice and ensure that the most appropriate interventions are used to achieve the best possible outcomes for the children and young people
- Promote staff recruitment and retention policies, which helps appointment of high calibre staff teams

Quality Standards

- Use National Care Standards as the basis for residential child care services

- Actively seek and use the views of children and their families on an on-going basis and agree with them the services to be offered that will meet assessed need
- Commission services applying `Best Value` principles
- Offer services which are sensitive to multi-cultural needs and encompass equality, diversity and inclusion
- Use evidence from research to inform practice and monitor outcomes for children and young people
- Commitment to staff training to achieve levels of qualification as defined by National Care Standards

Operational Standards

- All admissions will be planned
- All referrals will have an allocated case manager. This cannot be a member of staff from the specialist unit
- Priority will be given to placements where residential care is the first choice of service for the child concerned
- Create an environment which promotes a sense of hope and self worth, including high quality physical surroundings, positive adult relationships and partisan care
- Consideration will be given to the existing group and potential for conflict in meeting their needs when deciding the suitability of new admission
- Maintaining the child's position within his/her family will be a primary objective for the staff team

3 **Our arrangements for enabling children to enjoy and achieve, including how the Mead promotes their participation in cultural, recreational and sporting activities.**

The Mead recognises the importance of young people enjoying and achieving. Celebrations of special occasions e.g. birthdays, bank holidays, religious festivals etc. are planned and undertaken for by both staff and young people. We aim to have an annual holiday for the whole group and plan for short breaks for two or three at a time as appropriate to the needs of the individuals and the group as a whole.

Visitors are welcomed and young people are encouraged to develop and maintain relationships outside of the home. Visitors may be invited to stay for meals and friends may be able to "sleep-over".

Young people may earn up to £13.40 a week by achieving targets such as school attendance, keeping their room tidy etc.. This money may be spent on recreation and leisure items such as computer games, hobbies, sweets or music CDs etc.

Regular trips to social clubs and cinemas and the theatre take place, and young people are also supported to take part in outdoor opportunities through The Mead or via external teams and voluntary organisations. Any off site/outdoor activity organised by The Mead will have competent staff managing and supporting the activity.

Young people are also encouraged to maintain part time jobs such as paper rounds, and to join in organised groups such as youth clubs and uniformed groups as well as to use local libraries, etc.

Within the home, a range of equipment, including board games, art and craft materials and sports equipment are available. Young people can use the home's computers, and have access to the Internet with staff support and with necessary filters in place.

The Mead has good links with the village and receiving information on local festivals, activities and celebrations. This may include community events and opportunities for residents to undertake new experiences within the local environment, eg lambing weekends at the local farm, Christmas fares, Bonfire nights and community led initiatives. There is access to a local gym, swimming pool (public and through RAF Odiham) and after school sports clubs.

4 Arrangements for supporting the cultural, linguistic and religious needs of children accommodated at The Mead.

The Mead respects and celebrates the diversity of cultures, ethnic identities and traditions. All young people accommodated within the home are supported to celebrate their racial and cultural identity.

Everyone has a right to be treated fairly and with respect. Staff will not tolerate anyone behaving or treating others in a way that is hurtful or disrespectful.

The home will make sure that a young person's cultural, religious and ethnic identity is recognised and will help young people to be involved in cultural and other events that are important to them.

If a young person belongs to a religious faith, staff will discuss with him or her any help needed to follow the teachings of their religion, such as attending services at particular times or keeping to a special diet. Staff will encourage the young person to attend services of his or her religion.

The Mead has access to EMTAS - Ethnic Minority and Traveller Achievement Services, with a dedicated multi-lingual and multicultural team based within Hampshire County Council.

5 Arrangements for promoting contact between children and their family and friends

The Mead encourages young people to retain contact with family, friends and important people in their lives, and friends are welcome in the home so long as their presence or behaviour doesn't disrupt the other young people, and their parents or carers know where they are. Young people are positively encouraged to maintain contact with their families, and are given support by staff and social workers to achieve this aim. Support can include the provision of lifts, rail warrants or bus fares.

Telephone contact with family and friends is encouraged, and the young people are provided with a phone to maintain social contact. Most, in common with other teenagers, have pay-as-you-go mobile phones.

There is a room available for the young person to see guests in private. However, young people may invite their guests in the communal areas of the home, providing this does not inconvenience or upset the other young people. Refreshments are always available, and young people are encouraged to invite guests for meals with the agreement of staff members.

Staff provide support for supervised contact with siblings and parents usually within the community and can be based on an activity, such as visit to a park, local recreational opportunity or attendance at key family and friend events such as birthdays.

6 The Mead's approach to consulting children about the quality of their care.

Young people are actively encouraged to feedback their views of The Mead, their quality of care and ways that improvements can be made. Methods may include; via the independent visitor scheme, one to one meetings with the Registered manager, monthly children's meetings, key work sessions, Reg 33 visitor and questionnaires. The staff utilize the skills of the participation officer for children in care to explore creative methods to engage and work with young people in consulting about their home.

7 The children's home's policy and approach in relation to—

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

The Mead is committed to providing a service that does not discriminate on the basis of race, culture, gender, sexual orientation or disability. Any form of discrimination within the home is challenged, with the aim of promoting an increased awareness of discrimination issues. The management team promote non-discrimination by raising staff members' awareness through updating training, by discussing issues in staff support sessions, and by making sure that learning materials are available to both staff members and young people. The staff group are fundamentally committed to redressing the inherent disadvantages and discrimination often experienced by looked after children in matters of education, social opportunities, health and employment. Staff members will do their best to ensure that all young people have the relevant information about their legal rights, and will support them in exercising these rights. Each young person has a copy of the home's Young Person's Guide.

The Mead recognises that there may be occasions when a young person needs the support of an independent person/visitor or advocate - for example, a children's advocate, independent person, solicitor or mentor. If such an occasion arises, staff will actively participate, with social workers, in making that service available.

The Mead operates within an Equality and Diversity Policy. The policy states that The Mead is committed to advancing equality and diversity as a key feature within all its activities, as this is a shared vision which is ethically right and socially responsible. The Mead aims to provide a working environment and culture which recognises and values differences. The Mead will proactively tackle all discrimination and ensure that no individual or group is discriminated against in any way or form for any reason.

(b) children's rights

The Mead subscribes to the UN rights of the child. These rights are based on what a child needs to survive, grown, participate and fulfil their potential. They apply equally to every child, regardless of who they are, or where they are from. The UN rights of the child is displayed within the home.

8 The description of the accommodation offered by The Mead, including—

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

The Mead was built in the 1930's and underwent considerable refurbishment

in 2012, offering Individual rooms for five young people. The building has always been used as children's home and therefore adaptations in 2012, enabled the building to be completed updated, meeting the needs of the residents to provide a more homely environment.

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

The home provides accommodation for children aged 12-17 years, who are aged 16 or below at admission and where residential care is the first choice for them. It is a mixed sex unit with an opportunity to have a corridor walk between female and male bedrooms.

(c) the type of accommodation, including sleeping accommodation.

The house is in a residential area of a small village. There are large gardens and easy access to local amenities. The downstairs areas consist of a large kitchen, two sitting rooms, dining room, education room, laundry room, cloakroom and staff office. Upstairs there are five single bedrooms and two bathrooms for the residents and two en-suite sleeping-in bedrooms for the staff. The Manager and Admin Assistant share an upstairs office. Residents are provided with a bedroom key. Staff respect the child's right to privacy and will only enter the room uninvited or search possessions as the result of a risk assessment. The kitchen equipment is available for use by residents under the supervision of staff.

All areas of the premises are designated as non-smoking areas in line with HCC policy. All the bedrooms are well furnished with beds, chairs, bedside cabinets, chest of drawers, desks and wardrobes. Young people are able to bring their own furniture, subject to fire risk assessment, and objects to personalise their rooms, if they so wish. Bedrooms are redecorated at least every two years, and young people are encouraged to help select the décor. On the ground floor there is a dining room, kitchen, fitted with a range of domestic equipment, and a utility room with a commercial washing machine, tumble dryer, and ironing facilities. The main living area has a comfortably furnished lounge off the main corridor with a television and DVD player. Also on the ground floor is a computer suite/education room. There is also 'the snug' which is used for meetings, private phone calls and an alternative chill out space for young people. To the front of the building is the office.

9 A description of the location of The Mead

The Mead is situated within the village of Odiham a short distance from Basingstoke, in Hampshire. Positioned away from the busy main road (B3349), the home is 200 metres from the village centre which is a linear development with small shops and local amenities.

The Mead enjoys good relationships with our neighbours as there has been a Childrens home located at the village since the 1930's .

Transport:

We have a good transport service with Hook station three miles away. We are on the main bus route to Basingstoke and Farnborough with buses running on a regular basis.

Shopping:

The local supermarket, Asda, is a 15 minute drive away. There are a small selection of local shops including a general store in Odiham – a 5 minute walk away, with a greater choice in nearby Basingstoke or Farnborough.

Health:

The doctor's surgery, dentist and opticians are a 5 minute walk away. CAMHS is situated in Basingstoke. There is an A & E department at the hospital in Basingstoke approximately 15 minutes from the home. (9 miles away).

Education:

The local secondary school is Robert Mays. Specialist provision, The Linden Centre or Hampshire Inclusion, are both accessible by a 15 minute car journey.

Leisure:

Basingstoke has very good leisure facilities, these include an indoor swimming pool, ice skating rink, the cinema, a theatre and various museums.

There are many green open spaces that allow for other leisure activities, including kite flying, frisbee etc. close to the home.

We are also near to several country pubs, cafes and restaurants. These venues can provide places for young people to meet with their families and on occasions are chosen by young people to visit to celebrate birthdays etc.

We have very good working relationships with our local beat officers and PCSOs.

A detailed outline of the location is covered in our Location Review Risk Assessment.

10 **Details of The Mead's policies for safeguarding children, preventing bullying and the missing child policy.**

Safeguarding policy

Our children are among the most vulnerable members of society: they are liable to abuse, exploitation and deprivation. The Mead works in accordance with Hampshire County Council's Children's Services Departmental Safeguarding policy.

At The Mead we recognise that the young person's welfare is the paramount consideration and overrides all other considerations.

The young people will be listened to, heard and taken seriously. They will be consulted and involved in all matters and decisions that affect their lives in a manner, which is sensitive to their age and level of comprehension.

The Mead has a Safeguarding pledge which is displayed on the young person's noticeboard and contained within the young person's handbook.

All staff at the home have undertaken safeguarding training and will be aware of the signs and symptoms of child abuse. This is refreshed on an annual basis within staff meetings and identified training opportunities.

The staff at the home have a supportive role and not an investigative role when a young person discloses abuse. The duty to investigate is the responsibility of the young person's social worker and the police.

Child protection and bullying

The Policy and Practice Requirements of Hampshire's Safeguarding Board state that Children's Services have a statutory duty to "investigate any situation where they have reasonable cause to suspect that a Child is, or is likely to suffer significant harm". If staff receive evidence that a child is suffering or has suffered abuse they will inform the senior member of staff on duty, the Registered Manager, the social worker and their manager. Senior and managerial staff will then decide on the course of action to be taken, this could include referral to the Child Protection Team.

There may be unusual circumstances when it is best to inform the police directly. For example when staff suspect that the abuse has occurred recently and that the forensic evidence is available or staff feel that the child is in immediate danger and the protective powers of the police are required. In such cases the above must also be informed. If the incident occurs outside of office hours the emergency duty team should also be informed.

The Mead will not tolerate bullying and staff will be vigilant in identifying and addressing potential bullying situations. Incidents of bullying will be discussed both on an individual and group basis and support offered to the victim and perpetrator.

Any incidents of misconduct or breach of policy should be reported to the Line Manager or a senior colleague. Anyone seeing or hearing something that they feel is bad practice has an obligation to report the incident as soon as possible to a senior staff member. Silence is not an option, and may be viewed as tacit support for inappropriate activities.

Missing from care

The Mead acknowledges and works in accordance with Hampshire County Council's Children's Services Departmental Procedure for Children and Young People missing from Care (01/13). The Mead recognises that young people going missing from our care is a key indicator of need, that from their perspective something isn't going right for them in their life and part of the solution to this problem of not returning home can consequently place them at increased risk of harm.

The home is committed to addressing in partnership with the young person, their family and other agencies, the underlying factors which contribute towards them going missing.

Every missing episode is taken seriously and there is a commitment from the management team to ensure that the team is clear on how to plan and respond to young people who go missing from our care, whilst ensuring there is not a culture where young people going missing is normalised and not given the appropriate attention.

All young people living at the home have a Missing Safeguarding Plan which is updated monthly. The plan details the following:

- Young person's name
- Age and date of birth

- Young person's mobile number
- The agreed time for the young person to return home
- The agreed time for the young person to be reported as missing to the police
- Background information (what factors contribute towards them not returning home)
- Interventions to support the young person returning home
- Who needs to be contacted when the young person is missing
- Known individuals, addresses and locations where the young person may be
- Information to be shared with the police when reporting a young person as missing (evidence based concerns/risk factors related to the young person's welfare and safeguarding e.g. medical information, substance misuse, self harm, sexual exploitation, mental health)

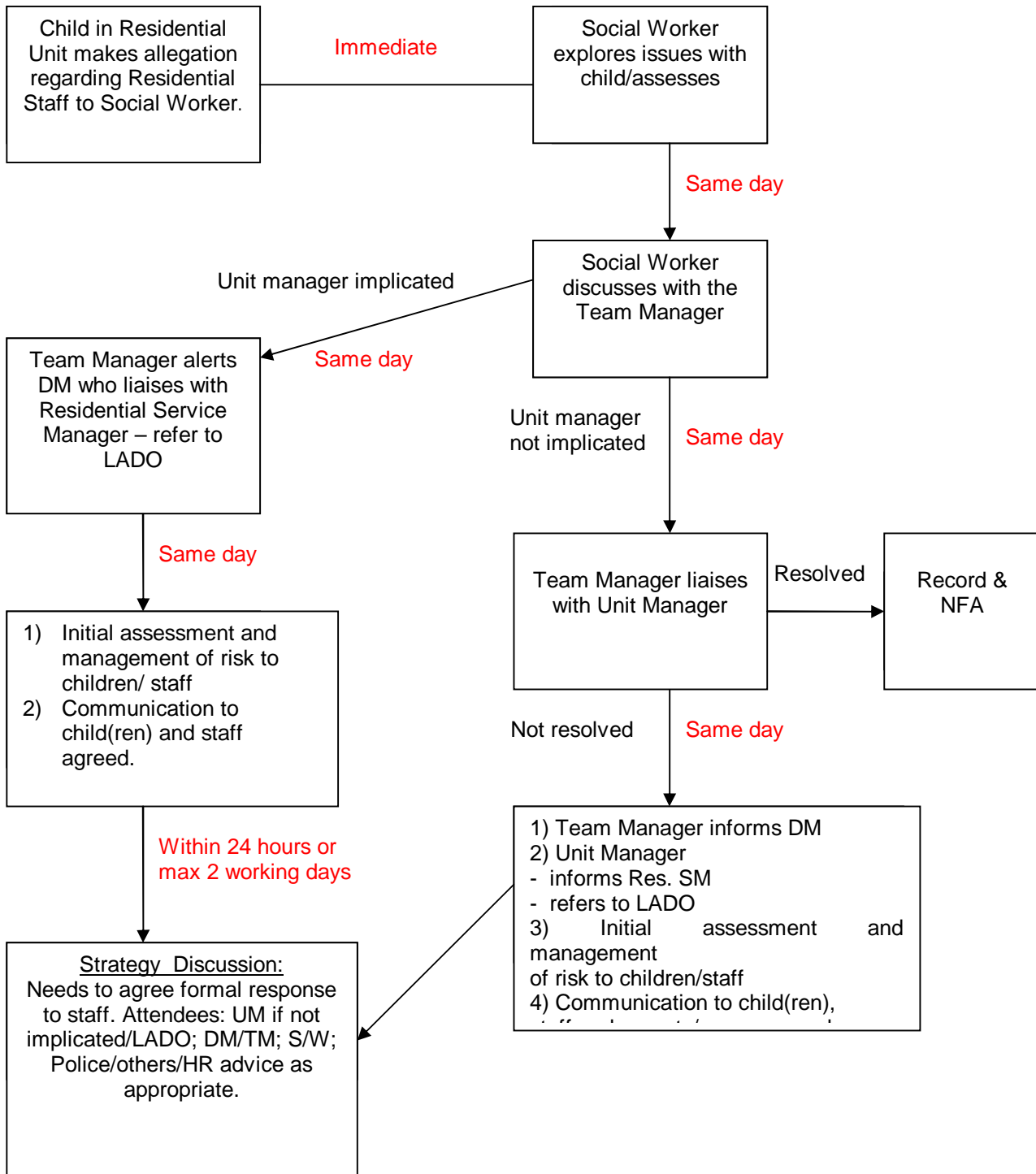
When the young person returns:

Staff will welcome them back into the home

- Check that they are ok
- Inform parents, police, social worker or OOHS of return
- Establish when the social work team will be visiting the child
- Enquire of child's reason for absence and record on CR6
- Decide what action needs to be taken as a result including consideration of the need to request a Missing from Care Meeting or High Risk Strategy Meeting
- Update risk assessments/care plan etc. as necessary
- Share information appropriately

At the home the young people are at the core of everything we do, therefore there is an expectation that the young people have participated in the planning and responses to their missing status so they have an understanding of the process that we will take should they go missing as well as being informed about the potential dangers they may encounter.

Please see next page for process when an allegation is made against a member of staff.



11 Criteria used for the admission of children, including policies and procedures for emergency admission.

Admission Criteria

We admit young people to The Mead who are between the ages of 12 and 16 years. Whilst all referrals will be considered, the needs of the resident group will also be taken into account. Accommodation will not normally be offered to a young person whose needs are such that their placement would compromise safeguarding of other residents, or who require a level of specialist care not possible within the structure or

staffing of the home. In this situation, it would be expected, if such a placement was made, that additional staffing, would be arranged.

A planning meeting will be held either before a young person joins The Mead or within seventy-two hours of them arriving. The purpose of this meeting will be to agree a placement plan, which will, in turn, inform the home's internal care planning. It is the home's custom to produce a simplified, word processed version of the agreed placement plan that can more easily be shared with those involved in the young person's care.

Staff at The Mead will liaise with social workers and with independent reviewing officers to ensure that they are kept fully informed, that contact is maintained between social worker, young person and their family, and that statutory reviews and planning meetings take place as required.

All admissions will be planned, and, in principle, The Mead will not accept emergency placements. An emergency placement is defined as the need to identify an immediately available bed for a child or young person with no pre-admission referral or care planning which links the needs of that child with the service that is provided by the home.

In exceptional circumstances an 'immediate placement' may be agreed by the Service Manager and the Registered Manager. In such circumstances the Service Manager and Registered Manager will agree that the introduction and pre-admission procedures can be abridged to facilitate the placement of a child/young person within 24 hours. Immediate placements will only be considered where a referral form has been completed and it is clear that the young person's needs fit the criteria for admission to The Mead, and that s/he will be well placed in the home.

Admissions Procedure

Completion of the integrated placement referral form, and provision of the information referred to in the form, are prerequisites for placing a young person. Applications are received by the Placement Commissioning Manager and the integrated placement team.

Young people seeking places are welcome and encouraged to visit The Mead before placement decisions are made. The young person should be accompanied, on arrival, by his/her social worker and, if possible, the previous carers. S/he is welcome to bring personal possessions so long as these do not compromise others' safety or wellbeing.

On arrival at The Mead, the young person will be met by a designated member of staff, and sufficient staff will be available to ensure that the young person is not left alone whilst any essential paperwork is completed.

The young person will be given time to talk to staff, and will be supported in settling at The Mead. Previous carers should be encouraged to participate in this process, with the young person's agreement. The home's staff will do their best to ensure that making the move to The Mead is a positive experience for the young person. The young person will be given a copy of the home's Young People's guide, and their carer offered a copy of the home's Statement of Purpose and Staff Handbook of Guidance

A key worker team will be assigned to the young person to liaise with the social worker and previous carers. A file for recorded information will be established as soon as possible after admission. Staff will gather as much information as possible about the young person's background and history, and use that information to complete risk assessments that will be responded to with appropriate strategies, interventions and levels of staff support.

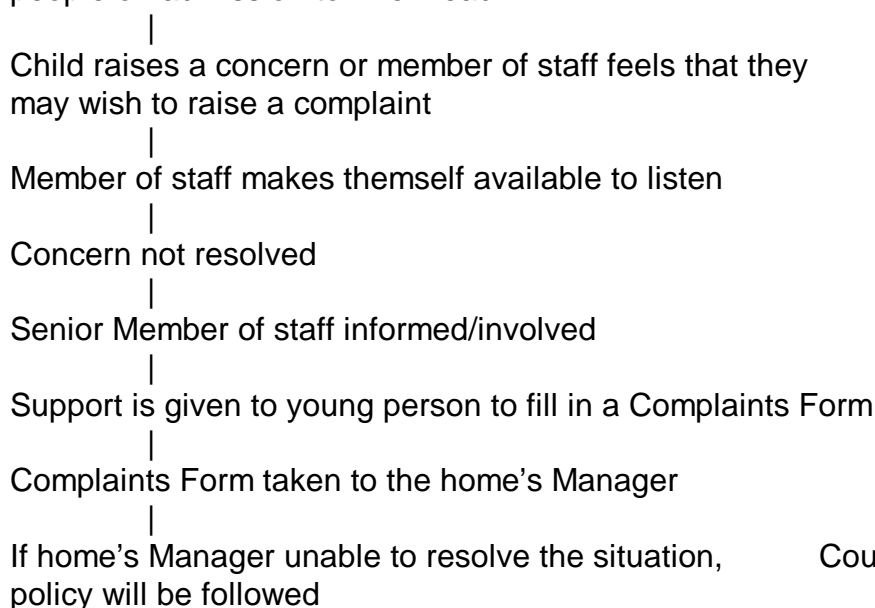
Recording, and arrangements for young people to have access to their files, is to Departmental Standards, and all staff have the necessary training to ensure compliance.

12 The arrangements for dealing with complaints

The Mead is committed to providing individual children all the available information about their legal rights and every opportunity to exercise these rights. The Mead recognises that there may be occasions when a young person needs the services of an independent person or advocate and will be active in procuring such services. The Mead has an established complaints procedure which ensures all complaints are listened to and dealt with.

This is a summary of how a young person might make a complaint.

Information about making complaints given to all young people on admission to The Mead



Complaints from children, their families or others may also be sent to the Registered Manager or:

- Hampshire County Council Complaints Officer, The Castle, Winchester, Hampshire SO23 8UJ. Tel. 01962 847256
- Ofsted National Business Unit, Royal Exchange Buildings, St Ann's Square, Manchester M2 7LA. Tel 0300 1231231, email enquiries@ofsted.gov.uk

See also section regarding child protection and bullying for flow chart relating to complaints against staff.

Children's Behaviour

13 A description of the homes approach to surveillance and monitoring of children accommodated

The Mead has a security system which allows for the monitoring of external doors and bedrooms doors. Young people's bedroom doors will only be monitored in accordance with individual risk assessments. Staff may carry pagers and an attack alarm so that they can summon assistance.

The principle of ISSPs (Intensive Support and Supervision Programmes) is supported by the home. The home will support the use of Electronic Tagging Systems should they be a Court requirement as a result of offending behaviour.

14 Management of behaviour

It is recognised that the provision of good and consistent care is the most effective way of managing behaviour. As part of this each resident will have a LAC Care Plan identifying the broad aims of placement and an in-house placement plan which will ensure that the needs and behaviours of each resident are managed in a consistent manner. Each resident will be treated as an individual and their rights and responsibilities recognised. Supervision, Pillars of Parenting Consultations and staff meetings will be used to consider the best way of dealing with behaviours and continual assessment will identify developmental needs and result in the regular updating of the in-house care plan.

The Pillars of Parenting Model is based on care staff adopting an authoritative style of parenting. This style of parenting is characterised by high expectations of behaviour combined with high levels of sensitivity to the child. Staff will set clear and realistic behavioural expectations and will use praise and positive attention to promote good behaviour. Children will be offered choices within safe parameters and dialogue between staff and children will focus on enabling children to understand their feelings and behaviours and to make good decisions.

When dealing with undesirable behaviour, staff will seek to use Restorative Approaches. The process requires the person who has caused harm to accept responsibility for their action, consider the distress they have caused and seek to make reparation. Some undesirable behaviour may be handled through the use of sanctions e.g. verbal reprimand, loss of privileges, payment for damages etc. Normally sanctions will be authorised by the staff on duty, but will occasionally be the result of staff team discussion.

All sanctions will be recorded and counter-signed by the Registered Manager. Some negative behaviours are intentionally ignored if it is thought that the pay-off was staff attention. This approach is usually combined with the opportunity for residents to gain a positive reinforcement through the demonstration of an alternative more acceptable behaviour.

No form of corporal punishment is acceptable. The use of restraint is not a sanction and will only be used when other forms of behaviour management are ineffective and then only in situations when a person or property is at risk. Any incident of restraint or violence must be recorded using the appropriate systems.

Staff seek to listen to residents and be reliable and dependable in order that residents can develop a sense of dependence on them and an attachment to them. The formation of this attachment can provide a sense of security which will allow the resident to explore their past and to develop new socially acceptable skills and responses.

- (a) The children's home approach to the use of restraint
The use of restraint is not a sanction and will only be used when other forms of behaviour management are ineffective and then only in situations when a person or property is at risk. Any incident of restraint or violence must be recorded using the appropriate systems.
- (b) All staff are expected to undertake Team Teach training. This training provides the underpinning knowledge and practical management techniques for preventing, diffusing and managing aggressive behaviour. A log is kept of staff who have undertaken the training with regular refresher training provided as per guidelines. The home also has in-house tutors who undertake advanced training.

Contact Details

15 Name and Address of the Registered Provider

- (a) **Registered provider:**
Hampshire County Council
Elizabeth II Court
Winchester
Hampshire
SO23 8UG
- (b) **Responsible person:**

Susan Lomax
County Service Manager - Residential Care
Hampshire County Council
Dame Mary Fagan House
Chineham Court
Lutyens Close
Basingstoke
Hants
RG24 8AG
Tel 07718146321
- (c) **Registered Manager:**

Maria Calway-Kennedy
The Mead
King Street
Odiham
Hampshire
RG29 1NF

Education

16 Provision to support young people with special needs

The Mead has access to specialist support via the SEN team based at Hampshire County Council. An assessment of need will be undertaken for each individual child who is placed at The Mead and specialist advice will be taken as to best meet their needs.

Children who have special needs, including a physical and/or learning disability may be accommodated if, on assessment, the risks presented to them and to the other young people, are acceptable. Adaptations to a downstairs room would need to be made to accommodate a young person who has mobility issues and is unable to use stairs.

17 Dual registration

The Mead is not a dual registered home.

18 Arrangements for children to attend local school and the provision make to promote the educational attainment of children

The home believes that education to be pivotal in the life and development of children and young people and recognise their rights to both a formal and informal education. Every effort is made to ensure all young people receive the education to which they are entitled in order for them to achieve their full potential. Individual talents are recognised and supported.

The home works in conjunction with families, local schools, the Education and Inclusion Service (EiS) and all partner agencies to enable the young people we look after reach their full education potential.

An identified member the staff team is designated as the lead person for education and he will coordinate between family members, the young person, the key worker and other agencies.

When a young person comes to The Mead, they are expected and encouraged to attend their usual school in order promote continuity of their education and maintenance of their social networks. They are fully supported in doing so with transport arranged where necessary and appropriate. Staff members work in partnership with schools, local education service staff and members of the EiS to ensure that each young person attends regularly, and any difficulties are dealt with promptly.

Staff members will fulfil a parental role through assisting with homework and showing an interest in work and progress including attending parent's evenings and other school events. They will contribute to the process of identifying the most appropriate school and, where appropriate, assist with supporting the young person to and from school

All young people have the facilities to undertake private study within The Mead, including the use of a computer equipped education room. Access to public libraries and other educational settings will also be made available. The Mead keeps a range of educational materials to enable staff to inform themselves about the curriculum that young people are following, and about what they may be expected to achieve.

If, by virtue of having been excluded from school, or because of a prolonged absence from an education placement, the young person is educationally disadvantaged, The Mead and the local inclusion manager will arrange appropriate home tuition or a place at the closest pupil education centre. The objective, always, is a planned reintegration into a full time educational placement. The home also has an agreement with a local comprehensive school to rapidly induct young people who have no educational placement.

The Mead will record daily attendance and celebrate academic progress and achievement and, in accordance with the Personal Education Plan for each young person, provide support and guidance to them.

The Mead will actively promote and encourage access to the widest range of educational and learning experiences by

- providing appropriate access and supervised use of the computer to make use of educational websites and e-learning tools
- encouraging children and young people to use the home and local library
- supporting e-learning
- organising visits to places of interest/significance, recognising the importance for every child and young person to experience new and stimulating challenges
- allowing access to appropriate social and cultural events

Health

19 Details of health care or therapy provided

The Mead is committed to promoting healthy living through the provision of a balanced diet and engagement in activities. We will make available relevant information and provide guidance and support across a wide variety of health needs. Information is provided on a routine basis about diet, smoking, drugs, alcohol and SRE. The Mead has access to an attached Looked After Children Nurse, CAMHS therapist and Educational Psychologist and links are maintained with other specialists as appropriate to the children's needs.

Wherever possible young people admitted to The Mead will remain registered with their own GP, dentist and other health practitioners. If this is impractical, or they wish to change, they, with the agreement of their parents, will be helped to register with local services. Parents are encouraged to arrange and attend medical appointments, and are kept informed of medical issues with the agreement of the young person, with due regard for their Fraser competence and right to confidentiality. Young people are encouraged to have regular health checks. Staff members will advocate with health professionals on behalf of young people.

Staff will continually monitor the health and the wellbeing of young people in their care and if required, medical assistance will be sought as soon as possible. Diagnosis of any illness or condition must be left to a medical practitioner and when in doubt staff

will seek medical assistance rather than not. All medicines prescribed and any proprietary brands are held in a lockable medicine cabinet and recorded and administered in accordance with HCC policy.

The home supports the young people to access health care, and provides information, and opportunities to maintain a healthy lifestyle by addressing, in key work sessions and placement plans, issues such as diet, exercise, sleep, emotional health, risk, sexual matters, drug and alcohol abuse, and bodily awareness.

The home's food and meal arrangements and bedtimes should ensure that the young people are well fed and well rested: exercise is also encouraged, and young people may go swimming or to the gym at the home's expense.

The sections on Sexual Health and Substance Misuse in the staff handbook offer further guidance.

Therapeutic Techniques

All residents at The Mead will have their emotional health needs assessed. Any therapeutic intervention is provided by an external consultant and staff interventions will be guided by the consultant. The Mead benefits from the services of an attached Educational Psychologist and an attached CAMHS Therapist. The Mead uses the Pillars of Parenting Model within daily interactions.

The Pillars of Parenting

All staff are trained in the Pillars of Parenting programme. The key theoretical underpinning to the residential strategy is the implementation of the Pillars of Parenting (PoP). This programme sets out to empower those working with children with the knowledge and skills to understand the complexity of their task. The 'authentic warmth' model supports clear and strong leadership for those responsible for organising services for children in public care and demands a high level of purposeful kindness and commitment from the carers who look after them every day. It is a child centred approach which is informed by the best knowledge that child psychology has to offer.

The PoP sets key parenting tasks which are designed to enable and empower carers to ensure that their children can achieve the following:

- 1 Developing a sense of well-being: helping children and young people to feel good about themselves by:
 - Providing quality care and protection
 - Building warm relationships
 - Promoting an appropriate level of self perception/self worth
 - Ensuring a sense of belong

- 2 Managing life events: enabling children and young people to responds to difficulties and opportunities by:
 - Enhancing resilience#
 - Teaching self management skills

- 3 Acquiring social confidence and capital: helping children and young people make and keep friends by:
 - Improving emotional competence

- Developing personal and social responsibility

The authentic warmth approach provides a general framework for good practice but it needs to be adapted for each individual child's needs. This process is achieved through a consultancy model which involves a psychologist working directly with the carers and using psychology to provide a deeper insight into the problems and potential of each child and to inform the selection of the particular support strategies tailored to the child's needs. It is the information from the psychology knowledge base adapted in a creative way by the psychologist that enables carers and managers to generate, agree and implement sophisticated strategies in their day to day interactions with children. In this way the authentic warmth approach becomes a dynamic model of childcare, as opposed to a static and inflexible one.

(i) How the home measures the effectiveness of the approach:

The Pillars of Parenting model allows for the measurement of each child's progress via the completion of the Progress and Development Checklist, The Pearson Resiliency Scale and The Trauma checklist. The results are analysed by the Psychologist and shared with the staff team.

(ii) Evidence to demonstrate the effectiveness of its approach

Strong and committed leadership is a pre-requisite of this programme. The registered manager retains the strategic and long term view, takes necessary risks, thinks creatively and inspires staff by helping them to see what they and their organisation can become to meet the needs of the young people in the home.

Evidence gathered from an external consultant regarding the effectiveness of the programme within homes in Hampshire have indicated a drop in the number of violent incidents and rise positive outcomes for children and young people participating in the programme. Further information on these results can be found at: Introductory Remarks and background to the 'Emotional Warmth' approach to professional childcare Authors, part 1: Sean Cameron and Colin Maginn; 28-02-14

Staffing Matters

20 Relevant qualifications and experience of the Registered Manager and Deputy Manager

Registered Manager: Maria Calway-Kennedy

Diploma HE in Informal Education
 BA Leadership and Management in Health and Social Care- module level H
 Teaching and assessment methods in Theory and Practice – HEI level 6
 Managing and developing practice learning opportunities – HEI level 6
 Masters Level Certificate in Supervision
 Ten years experience as a Team Manager within Hampshire County Council
 A1 assessor & Practice educator
 Completion of MA level – Aspects of Facilitation programme
 Completion of MA level – Aspects of Management programme

Experience in financial management, behavioural management, staff recruitment and selection, staff support and development, risk assessment, and the management of health and safety
 Experienced trainer
 Supervisor of students through the Diploma in Social Work and Degree/Masters in social work and youth work, informal education and community studies.
 Qualified outdoor education leader

Deputy Manager: Richard Munday (Acting up)

NVQ Level 4 in Health and Social Care
 21 years experience in children’s residential setting

Details of staff employed in the home

The current staffing structure of the home provides for:
 1 full time equivalent manager, Hampshire Management Grade G
 1 full time equivalent deputy manger, Hampshire Residential Grade F
 14.0 full time equivalent Residential Childcare Worker (6 team supervisors and 7 residential care workers)
 0,68 Administrative Assistant
 1.49 Domestic staff (currently covered by an agency contract)

All staff members hold or are working towards a NVQ Level 3 in Health & Social Care
 Two Team Supervisors hold NVQ4 in Child Care
 All staff members are Team Teach trained and currently accredited

Experience of care staff members – at April 2014

Gwen Ash	9 years experience in a residential setting	NVQ4
Glenn Richards	22 years experience in a residential setting	NVQ3
Ian Sheridan	5 years experience in a residential setting	NVQ3
Kathryn Webb	2 years experience in a residential setting	NVQ3
Deborah Collingborn	8 years experience in a residential setting	NVQ3
James S-Norris (PT)	13 years experience in a residential setting	NVQ4
Rachel Hack	2 years experience in a residential setting	NVQ3
Yvonne Clift (PT)	20 years experience in a residential setting	NVQ3
Joanne Guest	4 years experience in a residential setting	Dip level 3

There are also four staff currently being recruited to The Mead.

21 Staff Management and staffing structure including arrangements for professional supervision

Supervision

The formal staff supervision structure within the unit is established for all team members, with everyone committed to its maintenance and development. The system is based on a hierarchical triangle with staff being supervised by recognised senior staff, who in turn receive their supervision from the Registered Manager. It is intended that this system creates a two way flow of information that is seen as relevant to the supervision forum.

Group supervision occurs within Team Meetings and Pillars of Parenting Consultation. Informal supervision occurs as and when required.

Formal supervision: takes place monthly. Sessions last for at least an hour. Both staff member and line manager prepare an agenda before the meeting, following a structure described in the previous (2002) National Minimum Standards for Children's Homes and follow HCC Supervision Policy and link together with discussions about progress on fulfilling objectives agreed in the individual performance plan (IPP) - see below.

Supervision sessions are recorded and the agreed notes signed. Participants have their own copy. Originals are kept securely for at least twelve months. Progress of actions agreed at the previous meeting is discussed at the subsequent meeting, so that continuity is achieved

Supervision sessions take place in a quiet, comfortable environment with the absolute minimum of disturbance.

Informal supervision: the aim is to distribute management team members and team supervisors' time so that at least one senior staff member is around most of the time. They are always interruptible in emergencies: if they cannot offer advice about less urgent situations at the time, they will respond to staff members before the end of shifts.

In addition to monthly supervision, staff members have an annual Individual Performance Plan (IPP) meeting. Lasting at least an hour, this provides an opportunity to compare current performance against the prescribed role and responsibilities, and enable factors such as stress and career aspirations to be discussed. The outcome is agreed objectives that reflect the needs of the home as well as the needs and aspirations of the staff member.

Referrals to training courses, or the commissioning of in-house training, reflect the operational needs of the home.

Training: At The Mead training is encouraged to enhance staff members' performance

The framework for Children's Residential Care Identifies three key stages of staff development

- 1 introduction, induction, and getting to know the job;
- 2 picking up core skills, and coping with the basic residential task;
- 3 Learning specialist skills and identifying with the professional approach to the work.

These three stages are reflected in The Mead's training plan.

Induction

Each induction plan is compiled on an individual basis but all contain the following components:

Planning for arrival

Contact will be made with the new staff member and shift patterns and arrangements for the first day explained. Copies of the Home's Staff Handbook and Statement of Purpose and Function will be made available prior to the first

day of work.

Induction Training

An individual programme will be drawn up reflecting the prior knowledge and experience of the new staff member. It will include experiential learning through observation and shadowing of experienced colleagues, introductory visits to other establishments, discussion with key personnel, community orientation, and supervision.

During the first 6 months of employment staff will be required to complete The Children's Workforce Development Council's publication "Your Induction to Work in Children's Social Care".

Depending on prior knowledge and experience, new staff will work for a minimum of one to two weeks before they take a full part in the shift system.

Core skills and knowledge

During the first twelve months, induction training will be reinforced with training in the core skills. This will occur through supervision, in-home training and attendance on training courses, seminars etc. Training needs will be identified, both by the member of staff and their supervisor, and may form part of the probationary expectations.

All staff will be expected to undertake Team Teach Training. This training will provide the underpinning knowledge and practical management techniques for preventing, defusing and managing aggressive behaviour. Refresher training will be provided at regular intervals.

All staff undertake training in Pillars of Parenting and participate in consultations.

Specialist skills and knowledge

Having acquired core skills, staff will need to continue in their learning so that they are able to demonstrate their competence in providing a quality service. Again, training needs will be identified through supervision.

Training opportunities are as before but also include Diploma study, OU courses and the Social Work Degree.

27 Organisational structure of the home

Please see Appendix 2

Staff – priority targets

- to achieve consistency in approach and care planning across the staff group through regular staff team meetings and the regular, structured support (supervision) of staff members.
- to ensure that staff members have the information needed to carry out their responsibilities efficiently and effectively by regularly updating and promoting the staff handbook of good practice, and maintaining effective communication by verbal, written and electronic means.
- to ensure that staff members have the skill mix needed to fulfil the home's responsibilities by applying the Individual Performance Plan development model so that each staff member has a plan, which is monitored and reviewed.

- to ensure that the staff rota deploys staff in sufficient numbers to ensure safety, continuity and the effective support of young people.
- to ensure a safe working and living environment by regularly updating, and acting upon the outcomes of risk assessments.
- to contribute the expertise of staff members to the development of the County's residential services.
- to ensure that new staff members rapidly achieve full competence through participation in the Pillars of Parenting, the induction and foundation standards validation process allied to referral to appropriate external training courses, including the Diploma Level 3 in caring for children.

Staffing policy

There will be at least two members (in addition to any management presence during daytime hours) on duty from 7am until 11pm, with two staff members sleeping in. These numbers may be augmented and/or a waking night staff member introduced in response to young people's risk assessments.

Both daytime and evening shifts will usually (90% +) be led by a Team Supervisor, referred to as a shift leader, who will have sufficient skills, experience and delegated authority to make most operational decisions.

A minimum of two staff members would normally be in the building during the day, subject to risk assessments and the numbers of young people present.

All staff have access to management support 24 hours a day via an on call duty cover system by the Registered Manager and Deputy Manager

22 Promotion of appropriate role models of both sexes

All staff are aware of the need to breakdown any stereotypes, sexist or inappropriate comments or behaviour in relation to gender. All staff therefore promote appropriate role modelling within the home and actively work to address negative stereotypes or views.

Appendix 1 – Organisational structure of the home

<p>Management Team</p> <p>Maria Calway-Kennedy Registered Manager & Richard Munday Acting Deputy Manager</p>	<p>Care standards and legal compliance Performance monitoring Planning and development of the home Financial and resources management Staff recruitment, development and training Staff support Internal procedures and practice guidance Managing relationships with neighbours and the community Police and court liaison Management of health and safety and risk assessments Placements and care planning File Quality Monitoring Bonus Plans Young People's handbook Mentoring of students on placement Safeguarding lead EVC (off site Visits approver) Health and Safety responsible person</p>
<p>Richard Munday (Deputy)</p>	<p>Staff rota Fire safety Supervision and staff development Environmental risk assessments Yearly workplace inspections Emergency Lighting Placements and care planning support Safeguarding & CEOP co-lead</p>
<p>Glenn Richards</p>	<p>Car maintenance and repair garage</p>
<p>Rachel Hack</p>	<p>Medication Team teach lead</p>
<p>Joanna Guest</p>	<p>Food and menu planning, Healthy Eating and life skills development</p>
<p>Deborah Collingborn</p>	<p>SRE Lead & Community liaison</p>
<p>Kathryn Webb</p>	<p>Homeliness lead, arts and crafts and Memory boxes</p>
<p>Ian Sheridan</p>	<p>COSHH and COSHH risk assessments Legionella</p>
<p>Gwen Ash</p>	<p>Monthly building checks Education room CEOP role</p>
<p>James Simon-Norris</p>	<p>Education lead & AQA</p>
<p>Yvonne Clift</p>	<p>Risk assessments</p>
<p>Vacancy (DG)</p>	<p>Substance abuse awareness raising among young people and staff members Participation</p>
<p>Vacancy (LK)</p>	<p>Recreation and leisure activities Activity co-ordinator</p>
<p>Vacancy (RK)</p>	<p>First Aid supplies</p>

Vacancy (KW)

*Team teach
garden*

Contacting The Mead:

All staff members use Outlook email, and can be contacted by e-mail by placing a dot between their first and last names and adding "@hants.gov.uk".

For example:

Maria = Maria.calway-kennedy@hants.gov.uk

The home's phone number is 01256 702646

Registered
Manager
Maria
Calway-
Kennedy

Deputy
Manager
Richard
Munday

Appendix 2
Staffing Structure at The Mead
April 2014

