

The Mead Children's Home

Statement of Purpose

April 2015

Contents

This document is written as a statement of good practice, as required by; The Children's Homes (England) Regulations 2015.

Schedule Description

Caring for children

- 1 Statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.
- 2 Our homes ethos, the outcomes we seek to achieve and our approach to achieving them.
- 3 The description of the accommodation offered by The Mead, including
 - (a) how accommodation has been adapted to the needs of children care for by the children's home;
 - (b) the age range, number and sex of children for whom it is intended that accommodation is to be provided;
 - (c) the type of accommodation, including sleeping accommodationOur arrangements for enabling children to enjoy and achieve, including how the Mead promotes their participation in cultural, recreational and sporting activities.
- 4 A description of the location of the children's home
- 5 Arrangements for supporting the cultural, linguistic and religious needs of the children.
- 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
- 7 Details of how a person, body, or organisation involved in the care and protection of a child can access the home's child protection policies or the behaviour management policy.

Views, wishes and feelings

- 8 A description of the home's policy and approach to consulting children about the quality of their care.
- 9 The children's home's policy and approach in relation
 - (a) anti-discriminatory practice in respect of children and their families;
 - (b) children's rights.

Education

- 10** Details of provision to support children with special educational needs.
- 11** Confirmation of non-dual registration.
- 12** Arrangements for children to attend local schools and the provision made by The Mead to promote the educational attainment of children

Enjoyment and achievement

- 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

Health

- 14** Details of any healthcare or therapy provided, including;
 - (a) details of the qualifications and professional supervision of the staff involved in providing any health care 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.

Positive relationships

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

Protection of children

- 16** A description of The Mead's approach to the surveillance and monitoring of children accommodated.
- 17** Details of the children's home's approach to behavioral support, including information about—
 - (a) the approach to the use of restraint with respect to children accommodated there;
 - (b) how persons working in the children's home are trained in the use of restraint and how their competence is assessed.

Leadership and management

- 18** The name and address of;
 - (a) the registered provider (including details of the company owning the children's home);
 - (b) the responsible individual;
 - (c) the registered manager.
- 19** Details of the experience and qualifications of staff, including any staff commissioned to

provide education or healthcare

- 20** Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff.
- 21** If the staff are all one sex, or mainly of one sex, a description of how the home promotes appropriate roles of both sexes.

Care Planning

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

Quality and Purpose of Care

1 **The 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 Mead is a registered mixed home offering long term placements for boys and girls aged between 12-18 years. Many of our young people have experienced trauma and dysfunction within their family environments and have difficulty regulating their emotions and behaviours. They may also have experienced a number of care placements. The impact of their experiences may contribute to increased anxiety levels, loss of identity and self confidence.

The Mead believes in offering our young people a safe, nurturing and caring environment where they can build purposeful relationships with the team who will offer support, advice and encouragement, through the Emotional Warmth model of care (Pillars of Parenting) therefore enabling young people to manage their emotions, anxieties and behaviours. We aim to make their home a positive one where they can learn new skills and experiences, develop life skills and broaden their horizons. The goal of The Mead is to create an environment where young people can build appropriate relationships with adults, learn to cope with their feelings and thrive.

Structure is provided through daily living routines, group activities and one to one time with key workers. We encourage young people to lead healthy lifestyles and pride ourselves in the success in education that we achieve together.

Positive behaviour is celebrated and young people are encouraged to reflect on negative behaviour and unwanted consequences through key work sessions. Young people are encouraged and supported to work towards restorative outcomes after destructive behaviour.

The Mead seeks to be relentless in the pursuit of high expectations and aspirations for the children in our care. The Registered Manager will ensure that the staff team and wider support networks work together to ensure that the children receive high quality care which keeps them safe and enables them to make progress in all aspects of their life.

The Mead is one of Hampshire County Council's homes and, as such, benefits from the support of the wider council, opportunities for staff to contribute to the work of Children's Services as a whole and a Residential Strategy which supports all the

homes. The Residential Strategy is based on the premise that children should live in small family-type homes and receive emotionally warm parenting.

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 respond 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.

3 A description of the accommodation offered by the home

The home is a two story detached dwelling surrounded by a good sized garden and outbuildings.

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

The Mead 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.

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.

4 A description of the location of the home

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.

5 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. We are able to obtain advice and support from this team with regards to culture, faith and practices of young people as necessary.

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

We are committed to providing the highest level of care, but there will be occasions when a complaint may arise from a young person, family member or professional who may be unhappy about a specific issue. We invite young people, their families, carers and social workers to tell us about any concerns they have about any aspect of the Home or care provided verbally or in writing. Young people are encouraged to discuss issues with their keyworker, the Registered Manager, advocate or their social worker about their care or anything they are worried about and will be supported to do this.

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 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

|
Child raises a concern or member of staff feels that they may wish to raise a complaint

|
Member of staff makes time so they are available to listen

|
Concern not resolved

|
Senior Member of staff informed/involved

|
Support is given to young person to fill in a Complaints Form

|
Complaints Form taken to the home's Manager

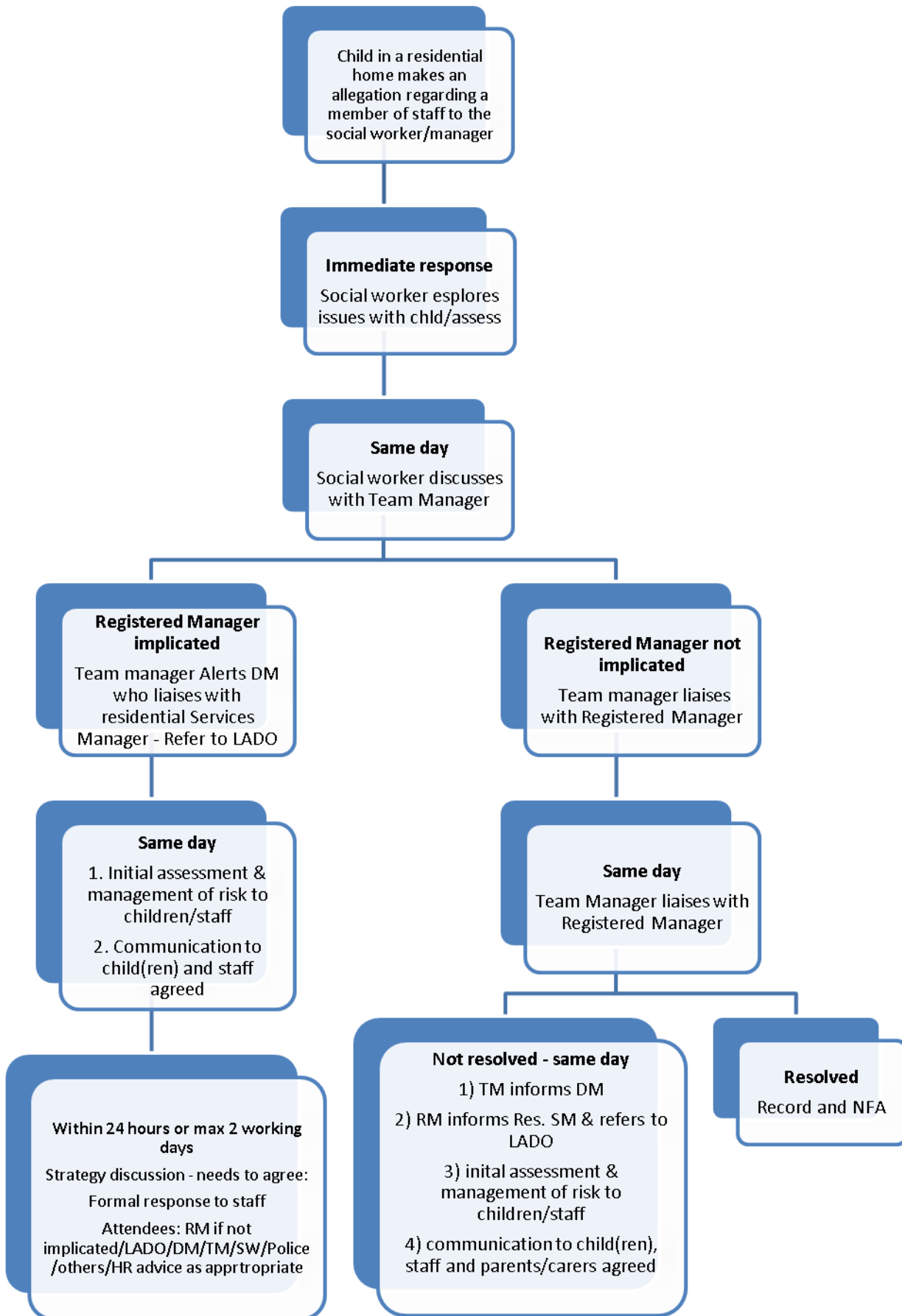
|
If home's Manager unable to resolve the situation, County Complaint policy will be followed

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, Piccadilly Gate, Store Street, Manchester M1 2WD. Tel 0300 123 4666, email enquiries@ofsted.gov.uk

Complaints against staff.

The following flowchart is used to manage complaints against staff:



If an individual, body or organisation involved in the care and protection of a child wishes to access the homes child protection policies or the behaviour management policy they may request this by emailing the Registered Manager or phoning the home.

7 Details of how a person, body, organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management 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. The Mead is represented at Strategic and Operational Missing Exploited and Trafficked meetings and there is a multi agency approach to preventing and responding to MET concerns.

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. Each young person will have a risk assessment and safeguarding plan which will include consideration of how the young person can keep themselves safe whilst out in the community and when accessing facilities with their friends and associates. Regular conversations will be used to help young people understand their individual safeguarding plan.

By working in partnership we seek to give our young people equity of opportunity to make and sustain positive friendships by not imposing any artificial barriers however we are always mindful that our young people are vulnerable to exploitation of either a sexual or emotional nature or indeed both and as a consequence we seek to act as any reasonable parent would do when promoting the safety of their children.

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.

For more information on the HCC children protection policies or behaviour management policy, please contact the Mead by phone; 01256 702646 or email; Sandra.james-talbot@hants.gov.uk

Views, wishes and feelings

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

Children are encouraged to participate in the review and development of services both in general and in relation to themselves. Opportunities are provided to assist children to make informed decisions about their own lives and children 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 45 visitor and questionnaires. Young people are encouraged to speak

with mentors and advocates and staff can utilise 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.

We encourage young people to be involved in planning their lives in a way that enables them to contribute effectively, for example explaining to the child the purpose of a statutory review meeting, who will be there and going through the documents with the child before the meeting. Young people are supported to express their views and their key worker may act as an advocate.

Appropriate advice and expertise can be sought to ensure ethnic, linguistic and cultural issues are resolved to enable a young person's full involvement in consultation.

Young people are encouraged to participate in decisions concerning the home and daily life for example; menu planning, house decoration and decisions concerning recreational activities. Young people are encouraged to hold young peoples meetings and complete 'Have your say' feedback sheets which are reviewed by the Registered Manager and discussed with staff and actions are feedback as appropriate.

9 **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.

Education

10 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.

11 Dual registration

The Mead is not a dual registered home.

12 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.

Every member of staff receives training from HCC Education Inclusion Service and Virtual School Team to ensure they understand their duties as a corporate parent and provide them with the skills and knowledge to best support and advocate for each child.

There is an Education Lead within the staff team who is responsible for reporting to the Registered Manager and liaising with the Education Inclusion Service and Virtual School teams, Social Workers, schools etc. and other homes. The nominated Education lead benefits from attending network meetings with education leads from other homes and attending meetings with the Local Authority virtual school The Education Lead attends PEP and is responsible for the coordination of the child's education plan. The Education Lead is also responsible for coordinating the AQA unit award scheme in the home. This scheme is used to support children who do not access education full time. The scheme is also successfully used to support all children to develop essential life skills.

When a young person comes to The Mead, they are expected and encouraged to attend their usual school in order to 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. Education staff are invited to Pillars of Parenting consultations so that they can contribute to the discussion and add to their own understanding and knowledge of the young person's strengths, areas of need and supportive interventions.

The child's key work team will support them to access education or training, post 16 and ensure they are linked with the appropriate service and support as detailed in the child's plan.

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. The home has wireless broadband. Access to this connection is by password only. The password is changed weekly. Each child must complete the AQA unit for internet safety before the password is given out for the first time. Excessive and misuse of these facilities may result in access being denied.

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.

Enjoyment and Achievement

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 Mead recognises the importance of children enjoying and achieving. The Mead therefore identifies and provides appropriate opportunities for growth and development for all the children resident in the home.

The Mead seeks to support children in attending and enjoying school. It is recognised by the team that supporting young people in achieving in their academic studies at secondary level and above will provide better outcomes for them in the future.

The Mead promotes opportunities for children to try out new activities and interests, which may broaden their horizons and nurture their talents and interests. The home offers children regular trips and activities which enable them to build on their strengths by combining their interest with for example an AQA unit award or a sectional certificate through the Duke of Edinburgh Award scheme. These experiences may also have a positive impact on the young persons career aspirations and therefore ideas on activities are sought from the Children on a regular basis.

We understand that helping children and young people succeed in life and have their aspiration's encouraged and met is a challenge. However, in ensuring children are ready for school, attend and enjoy, we are supporting them to stretch their educational attainment at secondary school and beyond and contributes to achieving personal and social development.

Celebrations of special occasions e.g. birthdays, bank holidays, religious festivals etc. are planned and undertaken for by both staff and young people.

The Mead aims to have an annual holiday for the whole group and key workers build on personal growth and development during individual key working sessions.

Visitors and friends are welcomed to the home and children are encouraged to develop and maintain relationships outside of the Mead. Visitors may be invited to stay for meals and friends may be able to "sleep-over", underpinning our focus on providing the same opportunities for that child as a responsible parent. We understand the importance of supporting friendships that have a positive influence and that this can impact on the child's personal safety and future peer influences.

Children may earn up to £15 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.

Trips with key workers to the cinema, shopping centres and other places of interest take place on a weekly basis. Children are also supported in the participation of outdoor learning opportunities. This can be delivered through the Mead or via external teams and voluntary organisations. Any off site/outdoor activity organised utilises competent staff to manage and support the activity. The Mead utilises the Hampshire Outdoor Education Department guidelines in its delivery and support to the outdoor curriculum.

Young people are encouraged to maintain part time jobs such as paper rounds, and to join in organised group activities such as youth clubs and uniformed groups as well explore local amenities such as the library 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. (Young people complete an AQA on internet safety as part of their induction to the home's IT) This creates opportunities for young people to learn and develop social skills and practical activities supported by staff

The Mead has good links with the community and may often receive information on local festivals, activities and celebrations. These opportunities are shared with children and support new experiences within the local environment, eg lambing weekends at the local farm, Christmas fares, Bonfire nights and community led initiatives.

Health

14 Details of health care and 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.

(a) 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.

(b) 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

Positive Relationships

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

Protection of children

16 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.

17 Management of behaviour

A key parenting task is the teaching of socially acceptable behaviour. It is recognised that the provision of good and consistent care with an emphasis on positive relationships 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, a Risk Assessment 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, their rights and responsibilities recognised and they will be encouraged to contribute to the writing of their plans. Reflective discussions, Key worker Sessions, Supervision, Pillars of Parenting Consultations and staff meetings will be used to help children and staff to consider the best way of responding to challenging situations and continual assessment will identify developmental needs and result in the regular updating of plans.

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.

Staff will use the ABC+C model to analyse and manage behaviour. This model requires consideration of the Antecedents, Behaviour, Consequences and Communicative function of the behaviour.

Antecedents: what was happening before the problem behaviour and what might have provoked the behaviour. This information can be used to identify strategies to reduce the likelihood of the behaviour occurring again.

- Background: the setting or context for the behaviour - when did it happen, where it happen and who was there. This information can be used to change the environment
- Consequences: what happened after the behaviour (both immediately and longer term). The carers response to the behaviour can be key in determining future behaviour.
- Communicative function: the motivation for the behaviour. The chances of modifying unwanted behaviour are significantly increased if the carer understands what is motivating the behaviour. These motivational factors include obtaining access to particular objects, people or situations, seeking attention, exerting power and control, wishing to withdraw or escape and seeking revenge.

Primarily staff will use positive interventions such as praise and reflection to aid learning rather than punitive responses. Staff will help children identify their skills, talents and signature strengths and build on these to resolve problems and build confidence.

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. Those involved will be helped to understand why their behaviour was unacceptable and be helped to explore alternative ways of behaving. Some undesirable behaviour may be handled through the use of sanctions e.g. verbal reprimand, loss of privileges, payment for damages etc. No form of corporal punishment is acceptable. 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 and the effectiveness of behaviour responses will be reviewed.

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 with respect to the children accommodated:

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. Staff will be mindful of legislation pertaining to The Mental Capacity Act 2005 and the restriction of liberty. Any incident of restraint or violence must be recorded and reviewed using the appropriate systems.

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

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. Team Teach is

used in a context of positive therapeutic relationships and promotes the use of the least intrusive strategy. 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.

Leadership and management

18 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
Tel: 01256 702646

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

Registered Manager: Maria Calway-Kennedy





Deputy Manager: Richard Munday



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 in a residential setting and qualifications of care staff - at April 2015



20 Staff Management and staffing structure including arrangements for professional supervision

Hampshire County Council's approach to performance management is entitled Valuing Performance. The process is based on a shared responsibility between staff and managers for agreeing goals and jointly assessing performance against goals and behaviors. A performance plan is agreed annually and is subject to continual review.

Feedback from children, their families and other professionals will be taken into account.

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 - see below.

Supervision sessions are recorded and the agreed notes signed. Participants have their own copy. Originals are kept securely.. 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 Valuing performance meeting where individual targets are set for the year. 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.

Young people contribute to this process through creative feedback tools and/or a questionnaire. This provides the member of staff and the manager with information on the child's view of the worker, where their strengths lie and their areas for development.

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.

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 Valuing Performance Approach 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 Level 3 Diploma.

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. The work of duty staff will be co-ordinated by 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 cover arrangements and the Council's out of hours service.

21 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.

22 **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.

In so far as is possible, 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.

In extreme circumstances, emergency admissions will be considered if this is in the best interest of the child concerned and the risks associated with an emergency admission can be addressed.

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. The Placement Commissioning Team, the Registered Manager and the social work team will consider placement matchings and this will be evidenced on the placement matching form.

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.

Appendix 1 – Organisational structure of the home

Maria Calway-Kennedy Registered Manager	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
Richard Munday Deputy	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



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.

Appendix 2
Staffing Structure at The Mead
April 2015