

## STATEMENT OF PURPOSE

### SYCAMORE HOUSE

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<b>Responsible Individual</b>	Keith Riley
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Sycamore House is a Residential Young people's Home operated by Acorn Homes (Group) Limited. The registered manager is Annette Neville.

Sycamore House is regulated by Ofsted, the contact details are as follows:

<b>Address:</b>	Ofsted Piccadilly Gate Store Street Manchester M1 2WD
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## **Introduction**

Sycamore House is a privately-run young people's home. Our practice is in accordance with the Care Standards Act 2000, the Children's Homes Regulations 2015 and the guide to the children's homes regulations including the quality standards. The home is regulated by Ofsted.

The home provides care and accommodation for up to 5 young people under the category of emotional and/or behavioural difficulties.

As part of our package of support we offer counselling and therapy, this includes an assessment within 28 days and ongoing support as appropriate. This support comes via our in-house health and well-being team.

Most young people considered for placement at Sycamore House will have a history of social services intervention and may have already experienced multiple, failed placements. Some young people have exhibited challenging behaviours that have precluded fostering, and residential care is a first option. We promote the merits of residential care and believe that this is the right and most appropriate setting for many young people that are looked after. We do not therefore consider that residential care is the second choice or foster this belief in young people or their families.

Placements are carefully and meticulously planned, reflecting the view that a residential home is the preferred and most realistic option for the young person and a positive choice. We adhere to the belief that, for some young people, residential care is a positive experience and the practice of the home and engagement with the young person make this a reality.

## **Manager's statement**

*As a new Manager there is a full appreciation of the expectations placed upon me and my team to establish a welcoming, inclusive, and resilient environment for any future placements. The concept of embracing diversity, promoting tolerance, and valuing each young person's contribution to the home, is something that will thread through all elements of my practice, as a leader and role model.*

*I believe a child's willingness to invest in their future can be cultivated, if grounded in a foundation of support, transparent care, and championing of their achievements. I firmly believe that (by instilling this approach in my team), my home will be an embodiment of my approach to childcare, which will be open to shared thinking so a 'Sycamore' culture can evolve.*

*My passion to ensure that every child in care receives the love and security they need, to help build their emotional resilience, is something that will be ever present, and built upon to motivate others under my leadership.*

*Annette Neville*

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

*Matters to be included in the statement of purpose Schedule 1, point 1*

Young people placed at the home may have emotional and behavioural difficulties, autistic spectrum disorder, attention deficit hyperactivity disorder, oppositional defiant disorder or relationship and attachment difficulties. Young people who are admitted into the home will often have suffered abuse or neglect prior to their admission. They may display challenging behaviour, including self-injurious behaviour and have difficulties forming and sustaining relationships.

We aim to provide young people with emotional and behavioural difficulties warmth and nurture, providing an environment where they grow and develop. We aim for young people to become self-aware and begin to deal with underlying trauma, loss, neglect and rejection.

For those young people on the autistic spectrum, we aim to provide a low arousal and structured environment where young people's needs are met without the need for them to resort to challenging behaviour.

It is our aim that we will be able to successfully support the young people in coming to terms with the underlying reasons for coming into care and to feel, safe, secure, happy and healthy during their time with us. It is our aim that we will provide young people with a secure base from which they can develop independence skills and go on to lead fulfilling and successful adult lives.

For some young people, Sycamore House will be a home for a significant part of their childhood. For others, the home will be a stepping stone onto other placements such as foster care or a return to the parental home.

Our main focus will be working with young people with emotional behavioural difficulties. However, we will consider young people from other backgrounds and varying needs depending on the matching of the home and young people/staff team in place.

Each young person has an allocated key worker providing individual support, advice and guidance. The dedicated team are all appropriately trained and qualified and offer 24-hour support.

Quality care is provided with emphasis on the importance of privacy, dignity, rights, choice and fulfilment. These principles enable care to be provided in a manner which keeps the home committed to an individualised approach in all aspects of life.

## **2. Ethos, Aims and Outcomes**

*Matters to be included in the statement of purpose Schedule 1, point 2*

The primary aim is to provide a safe environment where all young people's welfare is promoted, and they are cared for in a manner that helps them develop positively and progress. The home will aim to provide a consistent, nurturing and caring environment using a professional approach to maintaining parental boundaries and expectations; to allow healthy and positive relationships to build between the staff team and young people in the home. By developing positive relationships, the home aims to provide positive experiences allowing the young people to progress and develop a sense of belonging within the home.

We aim to be proactive in seeking and establishing a true and clear picture of each young person's unique and specific needs and wishes. We are aware that gathering information and a picture of the young person can be challenging. In addition, that while data and agency information can be gathered, there are often limited or vague pictures of the young person. Their character, individuality and what makes them special and unique is often absent in information. Where possible we will contact previous carers, establish relationships with family members and those significant in the young person's life.

We will provide strong and robust advocacy for the young person ensuring that their voice is prominent and influential. We will appropriately challenge decisions where we feel that these are not in the best interest of the young person, making clear our rationale and views. Where young people express dissatisfaction or wish to make a representation, we will work with that young person to help them identify a way forward.

With the young person at the forefront, we design an individualised placement plan that demonstrates both the broader, longer-term goals as well as the shorter-term day to day care practices. We aim to encourage the young person to take ownership and invest in their plan. They will only achieve this if they are 'connected' and influential in this plan. We believe that it is incumbent upon us to ensure that plans are ambitious and achievable, providing goals that young people themselves can measure and celebrate.

Keeping young people safe is paramount and therefore risk assessment's must be clear concise and effective. While there are clear roles for staff and the professionals in risk management strategies, we believe that young people should be supported to manage risk where this is appropriate and possible. To this end, young people are not merely 'risk assessed' as passive responders, they are significant in helping us understand how together we manage and reduce risk. Where the likelihood of harm increases and we have to be more dominant in risk management, we use key working and one to one working to help young people understand the concerns and build strategies with them to help them minimise the risks and keep themselves safe.

Young people are therefore instrumental in shaping and influencing their placement plan and actively encouraged to express their wishes, thoughts and feelings in respect of all aspects of their care.

We aim to assist young people and young people to successfully deal with significant changes and challenges. We endeavour to develop enterprising strategies, positive relationships and encourage young people to take greater levels of control over their lives.

With staff as role models, we aim to help young people form and sustain meaningful and beneficial relationships with one another and those important to them. We understand the importance of the wider community and how young people can feel marginalised. Therefore, we promote young people's involvement in clubs and external activities, enabling them to learn how to behave towards each other and within the local community in a non-discriminatory way. We use these opportunities to encourage them to understand the range of cultures and beliefs that exist within wider communities and use these experiences to discuss and gain insights in to be a productive and valued citizen.

Staff interaction with young people will be sensitive, readily available, reliable, warm, responsive and consistent. In this way we aim for young people to have a sense of belonging in a stable and caring environment. We aim for young people to understand their life story while exploring their identity and culture, developing their interest in life and their future.

We aim for young people to be in education, employment or training. We will support them to progress academically by working with educational professionals. We aim for young people to develop intellectual and creative skills through the accessible and stimulating environment in the home and through external activities.

We aim for young people to be in good health. We will support young people to attend routine and specialist medical appointments. We place great importance on nutrition and our menus always constitute a balanced and varied diet. We will support young people to keep themselves healthy through exercise and diet. Staff will also encourage engagement with outside services in order to tackle smoking, alcohol or substance use. Staff will ensure that any recommendation from a LAC medical are carried out.

### **3. Description of Accommodation offered by the home.**

*Matters to be included in the statement of purpose Schedule 1, point 3*

The home is a large semi-detached house, registered for the accommodation of five young people of mixed genders. Our normal admissions age for children is aged between seven years and eighteen years of age. This is subject to matching considerations and risk assessment with other children in placement. There are also communal rooms, including an education and games room and conservatory, to allow the children and young people space to relax, as well as a good-sized garden.

The accommodation has recently undergone a full refurbishment decorated and maintained to a high standard, providing a friendly and homely atmosphere. The décor of the home is frequently improved and young people are encouraged to influence this. We involve all of the young people with any development of the home to ensure that their opinions are instrumental in this.

Maintaining safety is extremely important and the home has a built-in fire alarm system, emergency lighting, external CCTV, fire extinguishers, fire doors, heat detectors, auditory door monitoring systems and smoke detectors.

We recognise the importance of providing a home where young people can learn to live and enjoy one another's company. The family lounge is warmly and tastefully decorated and comfortable. It is equipped with comfy sofas and chairs, a large screen television and Sky TV.

The Home has a large dining area where young people can benefit from family experiences, such as eating and enjoying meals together. We understand that mealtimes can be excellent opportunities for both casual catch ups and richer sources of conversation. Young people can have informal discussions with staff and one another about their day, what they would like to do and how they are feeling.

All bedrooms are for single occupancy and have comfortable furnishings. Each young person is encouraged to personalise their own space with such things as posters, pictures, themed bedding and personal possessions. We try to encourage all young people to make this their space and special for them. Some of the young people choose to design their rooms which the home furnishes accordingly.

Staffing ratios ensure that all young people receive levels of support in accordance with their care plans and needs. The staff team consists of a Registered Manager, a Deputy Manager, Team Leaders and Support Workers. All staff complete a probationary period prior to qualifying to a minimum of Diploma Level 3 in caring for young people.

The homes' staff work to develop relationships, to be good neighbours and friends with the local community and teach young people the importance of respecting others. Sycamore House liaises closely and proactively with the local police and uses these opportunities to look at safeguarding.

#### **4. Description of the location of the home**

*Matters to be included in the statement of purpose Schedule 1, point 4*

Sycamore House is situated in Rochester close to many amenities. There is a Dentist, Doctor's Surgery, Opticians, Library, Cinema, bowling alleys, city centre, schools/college/university nearby and beautiful beaches within a short drive of the home.

#### **5. The arrangements for supporting the cultural, linguistic and religious needs of young people accommodated in the home**

*Matters to be included in the statement of purpose Schedule 1, point 5*

When practicable, young people are supported to maintain their existing arrangements for religious instruction and observance unless there are specific and positive reasons to consider a change.

Each young person's cultural, linguistic and religious beliefs are supported by the home. The

matching process performed at the commencement of the placement ensures that the staff have the skills, understanding and ability to meet these needs. Therefore, we invest heavily in the matching process. Young people for whom English is not their first language will be encouraged to continue to use their birth language as well as English. This will be arranged through family and, if appropriate, local community groups or translators.

The staff team will always actively support young people in pursuit of their beliefs, whether that is, for example, by providing a certain choice of food or particular clothing. Staff will support each young person to follow their chosen religion, for example through attendance at a place of worship or the observance of certain days.

Staff training in equality and diversity, discussion in team meetings as well as individual supervision will underpin the approach to supporting the individual needs to young people. The home's diary will reflect the various religious festivals that occur during the year so staff can support young people who wish to celebrate them.

We will ensure that young people can personalise their room and that the quality of care promotes individual identity. This includes a complaints process where issues relating to equality and diversity are taken seriously.

We will ensure that the processes we have in place monitor compliance with equality and diversity.

We will ensure that staff are trained to communicate effectively with young people, especially those on the autistic spectrum.

We will support young people to be open and tolerant to differences, to gain an understanding of different cultures and beliefs.

We will engage with the local community so young people can access others with similar backgrounds and beliefs such church youth groups.

Where we need to be more proactive or directive in challenging discrimination this is challenged through specific and targeted key working sessions.

All staff are trained in equality and diversity.

## **6. Arrangements for dealing with complaints**

*Matters to be included in the statement of purpose Schedule 1, point 6*

To make a formal complaint any professional, parent or member of the public can make a complaint in writing to:

Keith Riley  
Responsible Individual  
Unit 73 & 74  
Maple Leaf Business Park



Ramsgate, Kent  
CT12 5GD

or email: [k.riley@ahgroup.org](mailto:k.riley@ahgroup.org)

To access the complaints policy please email [info@ahgroup.org](mailto:info@ahgroup.org)

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

*Matters to be included in the statement of purpose Schedule 1, point 7*

All child protection policies and the behaviour management policies are centrally held and can be accessed by contacting the registered manager [a.neville@ahgroup.org](mailto:a.neville@ahgroup.org).

## **8-9. The views, wishes and feelings of young people.**

*Matters to be included in the statement of purpose Schedule 1, point 8 and 9*

We understand that the day to day running of the home will be more effective and positive with the active involvement of young people; hearing & responding to their views, wishes & feelings. We aim to ensure that all the young people have a voice and no matter how small or big their request is, it is heard, and they feel valued.

Staff aim for young people to form attachments with them, thereby giving a feeling of being valued. This means that, on a daily basis, the young people's views, wishes and feelings and their experience of the quality of care are not only listened to but also acted upon.

Key working provides each young person with a formal mechanism to express themselves as well as have their views and comments recorded. In addition, young people's collective views are gathered in formal and informal house meetings. We encourage young people to identify agenda items and themes and try and make these meetings meaningful and engaging occasions.

We also understand that young people do not always feel comfortable in more formal settings therefore we may have a house meeting during a meal, on a day out or in other less formal settings. We believe that the most important outcome is to engage the young people in effective dialogue, and we will always adapt and innovate to achieve this.

Young people are involved and consulted in relation to all aspects of their lives more formally through full involvement in all meetings about their care and especially statutory reviews. All young people are offered an advocate to represent their views. Staff will also consult with the placing social worker and independent review officer to get the views of young people as well as parents if appropriate.

Staff will ensure that young people know how to access the internal complaints procedure and will take complaints forward on behalf of young people even when the young person does

not wish to write it down but is nevertheless making a complaint about their care.

Our approach to anti-discriminatory practice is underpinned by our equality and diversity policy. We have an inclusive environment and will ensure that there is no discrimination through direct discrimination, discrimination arising from disability, indirect discrimination, failure to make reasonable adjustments, harassment or victimisation. This forms part of the ethos of the home and is integral to our quality monitoring processes.

Staff will inform young people of their right to speak to someone independent of the home such as their IRO, social worker, advocate, children's rights commissioner, Ofsted or independent visitor.

Staff will ensure that young people know their right to personal advisor at age 16 and their right to a pathway plan.

Staff will ensure that young people know the role of the designated LAC teacher and virtual school head to help with their academic success.

## **10-12. Education**

*Matters to be included in the statement of purpose Schedule 1, point 10 and 12 (11 not applicable)*

We are committed to promoting young people's educational achievement and ensuring we support them to fulfil their full academic potential. We do recognise that many of the young people in our care have received very little stable education in the past. It is important that we build the young people's self-esteem and support them in recognising that, with some motivation on their part they can achieve and take greater responsibility for their own future outcomes.

Staff will support the young person's education, health and care plan (EHCP) that outlines the young person's special educational, health, and social care needs. They will ensure that the specific, detailed, and quantified points in the plan, that they can contribute to, are met to the highest standard. Staff will challenge others when they believe that professional practice is falling short of the expected standard and having a negative impact on the young person. Staff will attend the statutory review of the EHCP and give a view on how to further support the young person.

Staff may request an EHCP if they deem it to be in the best interest of the young person. Should a local authority decline to make an assessment, staff will lodge an appeal for a "refusal to assess" hearing. Staff will work with other professionals for a formal diagnosis on the special educational needs and/or reports from other professionals such as an education psychologist.

Staff will support young people to develop their independent study skills. This will include providing the necessary resource and space within the home so young people can study. They will develop an understanding of the barriers to learning and help each young person understand the importance of a good education. For young people who are excluded from school or refusing to attend, staff will work with the school to provide suitable learning in the

home throughout the period of exclusion or non-attendance. This may include the provision of a home tutor. Staff will ensure that schools follow the statutory guidance on exclusions and any special provision for looked after children.

Education may take place in our own separate DfE registered provision subject to the relevant assessment and a place being available.

Each young person's personal education plan (PEP) is an integral part of their care plan, and these arrangements are agreed upon admission or as soon as possible thereafter. The social worker and school, along with the manager of the home, will ensure that this is addressed and influenced by the young person and key worker. Staff will report to and attend the PEP reviews and ensure that a copy of the PEP is kept in the home, accessible to staff.

Where young people are already attending an educational provision at the time of their admission, every effort will be made to ensure there is no interruption in their existing provision.

Staff will attend any parent evenings at the school and ensure that a copy of the young person's school report is kept on file.

### **13. Enjoying and Achieving**

*Matters to be included in the statement of purpose Schedule 1, point 13*

Staff support each young person to develop interests and hobbies, whether this is within or outside of the Home. We believe it is vital that the young people take part in activities that they enjoy and if we do not already supply a particular activity, we look into any reasonable suggestion that is made. Young people are able to choose and discuss activities in various ways such as discussing with their keyworker or in a young people's meeting.

The registered manager holds a budget specifically to provide a variety of activities that develop and meet the needs of the young people in our care. These can vary from trampolining to visiting theme parks and zoos. In addition, other community activities are encouraged such as charity and sports events.

We encourage participation in group and individual activities. These range from physical activity such as cycling or going to the gym to games nights or art and craft within the home.

### **14. Health Considerations**

*Matters to be included in the statement of purpose Schedule 1, point 14*

The Health and Wellbeing team are an integral part of our service at Acorn Group and offer a unique and bespoke therapeutic programme for every child placed in our care.

Every young person can have their emotional and mental health needs met with regular sessions both in the home and at the premises of the Health & Wellbeing team, who offer a warm and confidential environment with a consulting room and playroom facilities, where

young people can share their worries and concerns.

If a young person is not ready to engage at the start of their placement, consultations with staff can occur and collaboratively with all agencies to promote the welfare of every child.

Our commitment and aim to be ever present for the child attending key meetings from the planning meeting stage, where the individual needs of the child are a focus, and the service will offer a tailor made, personalised treatment programme which provides an assessment within 28 days of the placement.

The team of registered professionals are Rebecca Williams who has a Diploma of Higher Education Nursing Studies RNMH with 20 years' experience of working with children and young people, together with Gail Clarke who is a BACP registered counsellor also with 20 years' experience.

The professional training of our qualified practitioners is extensive, working with children who experience ADHD and autistic spectrum disorders, including anxiety and depression within a range of therapeutic interventions.

Children may require a specialist service and the Health and Wellbeing team will help the social worker to access the service with an onward referral.

Following NICE guidelines, we also measure the overall emotional and mental wellbeing of young people using validated tools of :

- The Strengths and Difficulties Questionnaire
- Warwick Edinburgh Mental Wellbeing Scale
- Rosenberg's Self-Esteem Scale

The Health and Wellbeing team have undertaken further education and extensive training that supports our workforce within the organisation, from induction to training in ASD, Self-Harm, safeguarding children, CSE and Radicalisation.

Should you require further information and have any questions please do hesitate to contact us at Acorn Group.

Rebecca Williams, Diploma of Higher Education Nursing Studies RNMH. NMC Pin: 04J0388E

Gail Clarke, NCFE Diploma in Integrative Counselling. BACP registration number, 85840

Clinical supervision is provided externally by the Manager at CAMHS and a Psychotherapist, taking place monthly.

## **15. Positive Relationships**

*Matters to be included in the statement of purpose Schedule 1, point 15*

We recognise the huge benefit of harmonious and enjoyable visits between young people and their friends and family. We also understand that these visits can be challenging at times

and that this often needs high levels of support and preparation from staff. Where necessary we use both informal one to one support and more formal key working to prepare young people for more challenging family arrangements. Staff may provide supervised contact and will agree the parameters and interventions with the placing social worker as well as the format of the subsequent report prior to any visit taking place.

We understand that time with family and friends must be promoted, encouraged and be beneficial. We ensure that we place the young person at the centre of all these arrangements by acting on their behalf, providing advocacy and advice.

We encourage telephone contact and electronic communications such as email and Skype subject to any restrictions or limitations within the care plan.

We support arrangements for time with family and friends by providing transport, liaison and through discussion and support. We always provide a welcoming and friendly atmosphere, which we understand is important to achieving individual aims and to facilitate the role of the parents in the young person's future. The home will ensure that relatives and friends are provided comfort in the home and privacy if appropriate.

## **16-17. The Protection of Young people**

*Matters to be included in the statement of purpose Schedule 1, points 16 and 17*

### The homes approach to the monitoring and surveillance of young people

We understand the fine balance between personal freedom and people's rights to privacy and keeping people safe. We operate a CCTV system which covers external areas of the home only. CCTV assists with security by monitoring who may come onto our premises or to our front door. Each site has a DVR which captures and stores images for 30 days and is only accessible by a certified external professional. Request to access can only be made by senior staff within the company.

We provide door warning devices in the home which we are able to switch on or off as risk assessments and circumstances present. These devices are only used when we believe it is necessary to enhance existing safeguarding and protection. All staff are aware that electronic devices in whichever form are not a substitute for effective staff supervision. Any such use is individually risk assessed, agreed with the placing social worker that such monitoring is needed for safeguarding purposes and agreed with the child as far as reasonably practicable.

### The homes approach to physical intervention/behaviour management

The home adopts an ethos of positive behaviour management, rewarding good behaviour rather than penalising poor behaviour. Staff use a natural consequence and restorative justice approach with the aim of helping young people mature into young adults who take responsibility for their behaviour.

All staff will receive regular training in the safeguarding of young people and are certified as Management of Actual or Potential Aggression (MAPA) competent by our own internal assessors. This training focuses on de-escalation techniques. All staff understand that physical intervention is the last resort. Ground floor restraints are not used.

Young people and young people in the home must be looked after without favouritism or antipathy. The deployment of suitably qualified and experienced staff in appropriate numbers enables us to provide young people with appropriate levels of support. Our aim is for young people to be looked after by a stable and consistent staff team with whom they can form meaningful and enriching relationships where young people feel listened to and do not need to resort to challenging behaviour.

When physical intervention is unavoidable every incident is fully recorded in accordance with the Children's Homes Regulation's 2015 and includes the young person's comments and views. Staff will talk through difficult situations afterwards and agree with the young person a plan to ensure that this behaviour and intervention can be avoided in the future. The registered manager, or appointed senior, will also undertake a staff debrief and meet the young person following each episode of physical intervention to establish if the actions were warranted and the effectiveness of the intervention. They will also ensure that the paperwork is completed appropriately, reflects and details the event and is within timescales. The placing social worker will be notified of significant incidents.

Staff competence in MAPA is assessed through the analysis of physical intervention incidents that they are involved in, as well as the annual refresher training. Internal MAPA trainers do the "train the trainer" course and are responsible for signing staff as competent.

If sanctions for negative behaviour are imposed these are clear, reasonable and proportionate. All sanctions are robustly recorded. The registered manager oversees and evaluates the use of all sanctions and will challenge any practice where sanctions are either ineffective or seen as disproportionate.

It is not normal practice to involve the police to help manage behaviour.

Behaviour management forms part of the key performance indicators for the home as well as a focus at quality monitoring visits.

Behaviour management is a key aspect of staff training, emphasising to staff that the focus is to be pro-active, using distraction and de-escalation with physical intervention only ever used as a last resort.

### Behaviour management

Staff work in a culture where positive reward is the norm. Risks and control measures are made known to them in detailed risk assessments and behaviour support plans. Behaviour management is a key part of staff training, emphasising for staff to be pro-active, focusing on the positives and using distraction and de-escalation techniques for the negatives.

Staff adopt a natural consequences and restorative justice approach when dealing with the outcome of poor behaviour or choices. On occasion, the staff may use a sanction to rectify behaviour. This is documented and subject to management scrutiny to ensure that is proportionate and effective.

## **18-21. Leadership and management**

*Matters to be included in the statement of purpose Schedule 1, point 18, 19, 20, 21*

The registered provider is:

Acorn Homes Group Ltd  
Unit 73 & 74  
Maple Leaf Business Park  
Ramsgate,  
Kent, CT12 5GD

The responsible individual is:

Keith Riley  
Unit 73 & 74  
Maple Leaf Business Park  
Ramsgate,  
Kent, CT12 5GD

Keith Riley is a former Ofsted social care inspector with a vast range of experience across a range of settings over many years. He has influenced national policy within Ofsted and been a trainer/mentor for new inspectors. Prior to Ofsted, Keith was a senior manager for a number of services for vulnerable adults and children and held dual registration with CQC and Ofsted.

The registered manager is:

Annette Neville  
Unit 73 & 74  
Maple Leaf Business Park  
Ramsgate,  
Kent, CT12 5GD

***See appendix 1 for details of the experience and qualifications of staff***

***See appendix 2 for details of the management and staffing structure of the young people's home***

The staff team consists of a team of a registered manager, deputy manager, team leaders and support workers. The staffing is dependent on the needs of the young people living in the home. Each team works a flexible shift pattern in accordance with the needs of the young people. Either a manager or deputy manager provides on-call support. A further level of support is available through area managers. At night, there will be two staff members on shift, typically undertaking sleep-in duty. Waking night staff can be provided depending on the individual needs to each young person.

Staff meetings are held regularly, and all staff are expected to attend.

All staff receive supervision in line with Acorn Home's supervision policy and have annual appraisals carried out by their line manager.

Supervision is the key process by which managers can ensure that staff know the contribution they are expected to make, as individuals and as members of a team, and that they are supported in achieving this through individual performance and development plans.

Explicit within this policy is a commitment to ensure that every member of staff receives regular, purposeful and dedicated time with their line manager or supervisor.

The purpose of supervision is to: -

- Ensure that the high quality of service to young people, for which managers are accountable, is achieved, maintained and enhanced.
- Develop an open culture which is supportive to the individual, encourages their potential and enhances motivation.
- Promote an honest working relationship based on mutual trust.
- Ensure that individual staff roles and responsibilities are clear in relation to organisational objectives.
- Enable staff to achieve the necessary skills to deliver identified and sound standards of practice.
- Ensure that all staff have a jointly agreed personal development plan, which identifies areas of training required.
- Develop a culture of equality for staff and young people
- Reflect on and improve practice.

## **22. Care planning**

*Matters to be included in the statement of purpose Schedule 1, point 22*

All placements begin with a matching process. This is an interactive process where the known details and characteristics are gathered from the placing social worker and any other relevant professionals.

The criteria for placement is that the young person has an identified need as stated in point 1 above.

The following information will be required at the time of the placement in accordance with the Care Planning, Placement and Case Review (England) regulations 2010:

- a) the long-term plan for the young person's upbringing ("the plan for permanence"),



b) the arrangements made by the responsible authority to meet the young person's needs in relation to -

- health - physical, emotional and mental health, health history including, so far as practicable, family's health history, the effect of health and health history on development, arrangements for medical and dental care including routine checks of general state of health, including dental health, vaccination and immunisation, screening for defects of vision or hearing, and advice and guidance on promoting health and effective personal care.
- education and training - educational and training history, including information about educational institutions attended, attendance and conduct record, academic and other achievements, and special educational needs, if any. Details to promote educational achievement including the virtual school head and designated teacher for LAC. Where any changes to the arrangements to education are necessary, provision made to minimise disruption. Young person's leisure interests.
- emotional and behavioural development,
- identity, with particular regard to religious persuasion, racial origin and cultural and linguistic background,
- family and social relationships - the arrangements made to promote contact between siblings, so far as is consistent with child's welfare. Details of any order relating to parental contact and any other connected person.
- social presentation, and
- self-care skills,
- Name of IRO

A placement plan will be drawn up with the placing social worker that will include:

- How on a day-to-day basis the young person will be cared for and their welfare will be safeguarded and promoted.
- Any arrangements made for contact between the young person and any parent or connected person or why contact cannot take place.
- Arrangements made for the young person's health (including physical, emotional and mental health) and dental care including the name and address of their registered medical and dental practitioners and any arrangements for the giving or withholding of consent to medical or dental examination or treatment for the young person.
- Arrangements made for the young person's education and training including the name

and address of any school at which the young person is a registered pupil, the name of the designated teacher at the school, where the young person has a statement of special educational needs, details of the local authority that maintains the statement.

- Arrangements made for the social worker to visit the young person, the frequency of visits and the arrangements made for advice, support and assistance to be available to the young person between visits in accordance.
- If an independent visitor is appointed, the arrangements made for them to visit the young person.
- The name and contact details of the IRO, the young person's independent visitor (if one is appointed), social worker and if the young person is an eligible child, the personal adviser.
- The expected duration of the arrangements and the steps which should be taken to bring the arrangements to an end, including arrangements for the young person to return to live with their parents, or any person who is not the young person's parent but who has parental responsibility for the young person.
- Where the young person is aged 16 or over and agrees to being provided with accommodation under section 20, that fact.
- Delegation of authority to make decisions about the young person's care and upbringing
  - 
  - (a) medical and dental treatment,
  - (b) medication,
  - (c) leisure and home life,
  - (d) faith and religious observance,
  - (e) use of social media,
  - (f) any other matters which are considered appropriate.

The home is supported by our Health and Wellbeing team who aim to undertake an assessment within 28 days on most placements and produce a report with recommendations. This is further supported by a range of therapists if required.

An emergency placement occurs when a placement is necessary without any forewarning. This could occur when a placement must be arranged urgently to protect a child for example:

- from sexual exploitation or gang involvement.
- If a placement is made out of hours by the emergency duty team.

- A placement must be made immediately (on the same day) because of the breakdown of the child's current placement.
- When a child becomes looked-after because they have been remanded by the youth court.

Emergency placements are considered on a case-by-case basis provided that:

- The child's views, wishes and feelings have been ascertained and given due consideration.
- The placement is the most appropriate placement available consistent with the care plan.
- The reasons for the previous placement breakdown are made known including any immediate risks and the control measures required to reduce risk.
- The legal status of the young person is made known and any immediate arrangements for contact with others.
- Any immediate medical information is available such as if the young person is on prescribed medication or has a diagnosed health condition.
- There is a review within 72 hours of the placement and a placement plan agreed.
- The local authority, young person's relatives and the IRO are informed within five working days.

## Appendix 2 - House Structure

