

STATEMENT OF PURPOSE

THE PINES

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The Pines is a Residential Children's Home operated by Acorn Homes (Group) Limited. The registered manager is Blaise Carnell.

The Pines is regulated by Ofsted, the contact details are as follows:

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Introduction

The Pines is a privately-run children'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 7 boys or girls, aged 8-18, under the category of emotional and/or behavioural difficulties.

All children considered for placement at The Pines will have a history of children's services intervention and may have already experienced levels of trauma. Some children may also have exhibited more challenging behaviours, and residential care is the most appropriate option. We promote the merits of residential care and believe that this is the right and most appropriate setting for many children that are looked after. We do not therefore consider that residential care is the second choice or foster this belief in children 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 child and a positive choice. We adhere to the belief that, for some children, residential care is a positive experience and the practice of the home and engagement with the child make this a reality.

Manager's statement

Our home is a nurturing and happy environment that strives to ensure that each child thoroughly enjoys their time at The Pines from the beginning to the end. This includes documenting children's experiences so that they leave us with memories and knowledge about their time with us.

At The Pines children are not defined by their behaviours past or present, every child has the opportunity for a 'fresh start'. We offer a home to children that arrive from a wide range of settings despite the previous challenges. The staff team are patient and understanding, supporting each child to settle into the home and respect that each child is different and requires different levels of support. Children themselves are encouraged to be individuals, to express themselves and take pride in the home. As a group through positive role modelling, they will learn about respecting one another, positive relationships, friendships and keeping themselves safe.

By providing a consistent routine and boundaries children are able to feel safe in the home. Staff work hard to ensure that a family-like environment is promoted, children feel valued and cared for and they enjoy a wide range of experiences from exciting activities to basic daily routines such as mealtimes together and listening to each other's feelings about their day.

Education is really important to us, we understand that for some this may be difficult, and it may be that they have missed long periods of education before they arrive. We work closely with professionals to find a suitable provision and continue to support children to understand the importance of education and that they can achieve anything they set their minds to.

The Pines is continuously developing and the whole team and children are keen to make it the best home it can be through listening to each other's views and learning at every opportunity.

Blaise Carnell

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

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

Children placed at The Pines may have emotional and behavioural difficulties, neurodivergence, attention deficit hyperactivity disorder, oppositional defiant disorder or relationship and attachment difficulties. Children who move into the home may have been subjected to abuse or neglect prior to their admission. They may display behaviours that present them with difficulties in forming and sustaining relationships.

We aim to provide these children with warmth and nurture and provide an environment where they grow and develop. We aim for children to become self-aware and begin to deal with underlying trauma, loss, neglect and rejection.

For those children on the autistic spectrum or neurodivergent, we aim to provide a low arousal and structured environment where children'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 children 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 children with a secure base from which they can develop independence skills and go on to lead fulfilling and successful adult lives.

For some children, The Pines 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 children with emotional behavioural difficulties. However, we will consider children from other backgrounds and varying needs depending on the impact upon the home and children/staff team in place.

Each child 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 children'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 children in the home. By developing positive relationships, the home aims to provide positive experiences, allowing the children 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 child's unique and specific needs and wishes. We are aware that gathering information and a picture of the child can be challenging. In addition, while data and agency information can be gathered, there are often limited or vague pictures of the child. Their character, individuality and what makes them special and unique, is often absent from information. Where possible we will contact previous carers, establish relationships with family members and those significant in the child's life.

We will provide strong and robust advocacy for the child 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 child, making clear our rationale and views. Where children express dissatisfaction or wish to make a representation, we will work with that child to help them identify a way forward.

With the child 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 child 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 children themselves can measure and celebrate.

Keeping children safe is paramount and therefore risk assessments must be clear, concise and effective. While there are clear roles for staff and the professionals in risk management strategies, we believe that children should be supported to manage risk where this is appropriate and possible. To this end, children 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 additional staffing to help children understand the concerns and build strategies with them to help them minimise the risks and keep themselves safe.

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

With staff as role models, we aim to help children 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 children can feel marginalised. Therefore, we promote children'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 into becoming a productive and valued citizen.

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

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

We aim for children to be in good health. We will support children 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 children 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 recommendations from a Child in Care (CiC) 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 property is a large, detached house with individual bedrooms accommodating seven children. There are also communal rooms, including a study room, games room and additional TV room, to allow the children space to relax and a garden.

The accommodation is decorated and maintained to a high standard, providing a friendly and homely atmosphere. The décor of the home is frequently redecorated, and children are encouraged to influence this. We involve all of the children 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 and smoke detectors.

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

The home has a large, combined kitchen and dining area where the children 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. Children 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. Children are encouraged to choose furniture for their rooms. The rooms are decorated to a high standard. Each child is encouraged to personalise their own space with such things as posters, pictures, themed bedding and personal possessions. We try to encourage all children to make this their space special for them. Some of the children choose to design their rooms which the home furnishes accordingly.

Staffing ratios ensure that all children receive levels of support in accordance with their care plans and needs.

The staff team consists of a Registered Manager, 2 Deputy Managers, Team Leaders and Support Workers. All staff complete a probationary period prior to qualifying to a minimum of Diploma Level 3 in caring for children.

The home's staff work to develop relationships, to be good neighbours and friends with the local community and teach children the importance of respecting others. The Pines 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

The Pines is situated in a seaside town in Kent. Within the local area there are a range of cultural and recreational facilities including parks, libraries, sports facilities, religious and cultural centers. The beaches are situated on the outskirts of the town, which are a short walk from the home.

There are a number of schools and colleges locally. There are also several football academies within a short travelling distance, and clubs for children to join such as Scouts, Guides, karate, judo, and trampolining all a short journey away.

5. The arrangements for supporting the cultural, linguistic and religious needs of children accommodated in the home

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

Children are supported to maintain their existing arrangements for religious instruction and observance unless there are specific and positive reasons to consider a change.

Each child's cultural, linguistic and religious beliefs are supported by the home. The impact assessment performed at the commencement of the placement ensures that the staff have the skills, understanding and ability to meet these needs. Children 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 children in pursuit of their beliefs, whether that is, for example, by providing a certain choice of food or particular clothing. Staff will support each child 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 children. The home's diary will reflect the various religious festivals that occur during the year so staff can support children who wish to celebrate them.

We will ensure that children 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 children, especially those on the autistic spectrum.

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

We will engage with the local community so children 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:

Sophie Wood
Responsible Individual
Unit 73 & 74
Maple Leaf Business Park
Ramsgate, Kent
CT12 5GD

or email: info@ahgroup.org

To access the complaints policy please email 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 b.carnell@ahgroup.org.

8-9. The views, wishes and feelings of children.

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 children; hearing & responding to their views, wishes & feelings. We aim to ensure that all the children have a voice and no matter how small or big their request is, it is heard, and they feel valued.

Staff aim for children to form attachments with them, thereby giving a feeling of being valued. This means that, on a daily basis, the children'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 child with a formal mechanism to express themselves and their views and comments considered and recorded. In addition, children's collective views are gathered in formal and informal house meetings. We encourage children to identify agenda items and themes and try and make these meetings meaningful and engaging occasions.

We also understand that children 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 children in effective dialogue, and we will always adapt and innovate to achieve this.

Children 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 children 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 children as well as parents if appropriate.

Staff will ensure that children know how to access the internal complaints procedure and will take complaints forward on behalf of children even when the child 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 children 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 children know their right to a personal advisor at age 16 and their right to a pathway plan.

Staff will ensure that children 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 children's educational achievement and ensuring we support them to fulfil their full academic potential. We do recognise that many of the children in our care have received very little stable education in the past. It is important that we build the children'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 child's education, health and care plan (EHCP) that outlines the child's special educational, health, and social care needs. They will ensure that the specific, detailed, and quantified points in the plan 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 child. Staff will attend the statutory review of the EHCP and give a view on how to further support the child.

Staff may request an EHCP if they deem it to be in the best interest of the child. 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 children to develop their independent study skills. This will include providing the necessary resources and space within the home so children can study. They will develop an understanding of the barriers to learning and help each child understand the importance of a good education. For children who are excluded from school or refuse 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 children in care.

Each child'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 child 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 children 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 child'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 child to develop interests and hobbies, whether this is within or outside of the Home. We believe it is vital that the children take part in activities that they enjoy and if we do not already supply a particular activity, we will consider any reasonable suggestion that is made. Children are able to choose and discuss activities in various ways such as discussing with their key worker or in a children's meeting.

The registered manager holds a budget specifically to provide a variety of activities that develop and meet the needs of the children 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 of each child is an integral part of our service, and as such we lead or support referrals to CYPMHS (CAMHS) and associated NHS services.

Where assessed, and in co-operation with the placing authority, we endeavour to facilitate unique and bespoke support for the children placed in our care, through external integrative counsellors. Counsellors/therapists providing support for our children will be qualified and affiliated with a recognised professional body.

Each program is centered around the needs of the child, and assessments and summaries will be monitored, to consider the effectiveness of the support packages. These will be made available to inform the statutory reviews and retained for reference on each young person's file / care plan.

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 children 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 additional staffing and more formal key working to prepare children 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 beneficial. We ensure that we place the child 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 parents in the child'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 Children

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

The home's approach to the monitoring and surveillance of children

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. Requests 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 home's 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 children mature into young adults who take responsibility for their behaviour.

All staff will receive regular training in the safeguarding of children and are certified in Team Teach. This training focuses on de-escalation techniques. All staff understand that physical intervention is the last resort. Ground floor restraints are not used.

Children 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 children with appropriate levels of support. Our aim is for children to be looked after by a

stable and consistent staff team with whom they can form meaningful and enriching relationships where children 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 child's comments and views. Staff will talk through difficult situations afterwards and agree with the child 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 child 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.

If sanctions result from negative behaviour, 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 this 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:

Sophie Wood
Unit 73 & 74
Maple Leaf Business Park
Ramsgate,
Kent, CT12 5GD

The registered manager is:

Blaise Carnell
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 children's home

The staff team consists of a team of a registered manager, deputy managers, team leaders and support workers. The staffing is dependent on the needs of the children living in the home. Each team works a flexible shift pattern in accordance with the needs of the children. Either a manager or deputy manager provides on-call support. A further level of support is available through the Responsible Individual. 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 of each child.

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

that 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 children, 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 children.
- 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 an impact assessment. This is an interactive process where the known details and characteristics are gathered from the placing social worker and any other relevant professionals.

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 child's upbringing ("the plan for permanence"),
- b) the arrangements made by the responsible authority to meet the child'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.
- 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 child will be cared for and their welfare will be safeguarded and promoted.
- Any arrangements made for contact between the child and any parent or connected person or why contact cannot take place.
- Arrangements made for the child'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 child.
- Arrangements made for the child's education and training include the name and address of any school at which the child is a registered pupil, the name of the designated teacher at the school, where the child 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 child, the frequency of visits and the arrangements made for advice, support and assistance to be available to the child between visits in accordance.

- If an independent visitor is appointed, the arrangements made for them to visit the child.
- The name and contact details of the IRO, the child's independent visitor (if one is appointed), social worker and if the child 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 child to return to live with their parents, or any person who is not the child's parent but who has parental responsibility for the child.
- Delegation of authority to make decisions about the child'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.

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 and 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 child is made known and any immediate arrangements for contact with others.
- Any immediate medical information is available such as if the child 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, child's relatives and the IRO are informed within five working days.

Appendix 1

Details of the experience and qualifications of staff.

Appendix 2 - House Structure

