



Statement of Purpose

URN: SC2525634

Conway House

Updated: September 2020

Introduction

In order to comply with Regulation 16 Children's Homes Regulations (2015) each home is required to have a Statement of Purpose. The Quality and Purpose of Care Standard specifies that the statement of purpose is clear and available to staff and children and reflected in any policies procedures and guidance. It is available to the responsible authority and any parent or person with parental responsibility.

Quality and Purpose of Care

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

Conway House provides residential care for up to five young people aged between 11-18 years old and can be of mixed gender. Conway House is a residential service that offers care for young people with emotional and behavioural difficulties and a range of other needs.

The majority of these placements will be a 52-week placement but there will be occasions that a 39-week placement will be considered and agreed if appropriate. This decision will be in line with the needs of the individual child/young person and taking into consideration the needs of the other young people in placement. The young people who we cater for may have experienced significant trauma in their lives resulting in a range of behavioural, emotional and social difficulties. These needs may form part of a wider spectrum of needs centred on previous life experiences such as physical, emotional and sexual abuse or neglect and specific diagnosed behavioural conditions or associated with learning, or emotional disabilities. Children and young people may display emotional and behavioural difficulties in a range of forms which may include; verbal or physical aggression, bullying, theft/burglary, absconding or disengaging with the service or support offered, self-harm, arson, inappropriate sexualised behaviours, and destruction of property, criminal behaviours and other challenging behaviours.

Conway House staff will have varied experience of working with these behaviours and a range of skills and personal attributes.

Young people's care plans are formulated with the appropriate identified targets and interventions recorded for staff to follow within the plans and in addition referencing to psychological targets and their pathfinders.



2. Details of the children's homes ethos and the outcomes that the children's home seeks to achieve and its approach to achieving them

This home is part of SureCare Residential Ltd, which is an organisation that provides a range of therapeutic, residential and educational needs services and support. SureCare has a therapeutic approach to care and every young person is supported through staff receiving CBT training (challenging behaviour training).

In addition to this SureCare offers support for trauma and emotional needs, through our therapeutic services. The annual training plan reflecting our key areas can be given on request. SureCare works to ensure that looked after children are provided with the help, care and support needed for them to thrive.

SureCare's Vision is **to help children to build better brighter futures.**

Conway House aims to promote independence and positive experiences for young people with emotional and social difficulties. We aim to support young people to manage and learn to live with their personal challenges and to understand how it affects them as an individual. All of the young people that we provide services for have unique skills and abilities and we endeavour to provide meaningful opportunities, which allows each young person to express their personalities and raise their self-esteem. We provide a quality service built on respect, trust and honesty and believe in offering equal opportunities to all. We believe in respecting and supporting individual's cultural and spiritual beliefs. We actively facilitate visits to places of worship to fulfil individual's spiritual beliefs. Each person living at **Conway House** has details of their religious beliefs and requirements documented within their care plan.

SureCare focuses on positive outcomes for our young people. SureCare understand that progress and achievement is very individual and therefore all programs and support offered to achieve outcomes are tailor made and fit the personalised needs of each of our young people placed in our service. Every achievement is celebrated.

SureCare exists to provide care, education and support to the children and young people in the greatest need who have faced significant trauma and deprivation. Our primary aim is to provide each child/young person with the necessary tools and identified support needs to aid their transition back into foster care, family home or a less intense provision such as building towards semi/independent living.

The cycle of assessment, monitoring, evaluation and review will identify the support and provision required to ensure the child/young person is able to build on areas of



strength and make progress in all areas of need. Multi-disciplinary meetings and inter-agency support will ensure that all professionals involved with the child/young person can determine the best care & placement plan. SureCare aims to empower children and young people in the decision-making process. Our model of care is underpinned by our values of:

- Respecting the individual child's/young person's experience (recognising and building resilience)
- Healing through relationships (attachment)
- Learning for Life (social learning)
- Recognising the importance of the child's/young person's whole system (working in partnership)

Our mission is to ensure that every young person is safe and free from harm. That we provide outstanding individualized care to young people from a range of cultures, ethnicities and varying social, emotional or behavioural difficulties. We aim to make certain that at the time young people leave our care that they are knowledgeable and proficient in how to support themselves and that they are emotionally resilient enough to cope with life's unexpected difficulties. Our vision at **Conway House** is to build relationships with young people that enable us to support them, care for them and help them to gain greater understanding of their own behaviour and others' behaviour. One of the purposes of our work is to raise self-esteem and resilience so when it is time for the young person to move on from our care then they are better equipped to overcome any future difficulties they may face.

Conway House ethos and values are:

- To build positive attachments and relationships with the young people
- To encourage the young people to reflect about their own feelings and intentions and that of others
- To have a culture of open and honest discussion and to work in partnership with the young person in order to fulfil goals
- To increase independent living skills giving them transferable skills/strategies that they can use in their adult lives
- To enable young people to have a voice and their voice to be listened and responded to
- For the young people to be consulted regarding every aspect of their care
- The staff team consider their role as more than just a job and to treat their role with the level of professionalism and responsibility that it requires to work with these young people



- The staff team are committed to dealing with difficult feelings both within themselves and the young people.

In **Conway House** we recognize that every young person is different and within the home they are treated as such, their care plans and other supporting paperwork is individual and tailored to meet their needs. The care plan is monitored and adapted in accordance with how the young person develops and changes over time and alongside the local authority care/placement plan.

3. A description of the accommodation offered by the home, including-
(a) How accommodation has been adapted to the needs of the children
(b) The age range, number and sex of children for whom it is intended that accommodation is to be provided; and
(c) The type of accommodation, including sleeping accommodation

Conway House is able to offer up to five children male or female, aged between 11-18 residential accommodation for 52 weeks a year. The building has been designed to meet care standard requirements but remains homely and comfortable. The accommodation meets all health and safety regulatory requirements and offers a variety of communal and private spaces for children to be supported with social and educational needs.

Conway House is a spacious detached property; set back off the road. The property sits on a generous plot and offers off road parking for multiple vehicles. The house has a fully fitted kitchen with dining area, two lounges, toilet downstairs, 5 bedrooms (plus additional staff sleep in bedroom) a bathroom, and a shower room. All toilets and bathrooms/showers have locks to promote the child's safety at these intimate times. In addition to this staff have an office downstairs and there is a separate managers office downstairs.

All children/young people have their own bedroom and at no point will a child share a bedroom. Children will be afforded the opportunity to contribute to aspects of the home's day to day operation, this will include decoration and furnishings, improvements to the house or service and any future developments that they may ask for. All young people are involved in the decoration and furnishings of their own bedrooms.

4. A description of the location of the home.

CONWAY HOUSE has a location risk assessment in place the outcomes of which are that there are no concerns raised for the house being situated in its current area and all risks remain relatively low regarding police involvement and that the area is comparatively affluent. Further information is available within the Location Risk Assessment.

Braintree lies north east of Chelmsford in Essex and has convenient access to the A120, giving a direct route to Stanstead Airport and the M11 beyond.

It is home to the popular designer outlet Freeport, next to which is a multi-screen cinema, retail park and restaurants.

The population of Braintree is over 54,000 and the area is controlled by Braintree District Council. The area boasts a branch line into London and has good transport links to the rest of the county.

Our residential home provides a safe and contained environment for young persons. Externally the property benefits from driveway parking, with an enclosed garden to the back of the property.

Activities within the surrounding area

- District Museum - which has natural history workshops
- Country Park and Discovery Centre with 100 acres of country walks, lakes and woodlands
- The original Great Maze set in the wonderful Essex countryside with over 5 miles of pathway in over 10 acres of maize.
- Cinema complex
- Bowling
- Freeport Designer Village - outlets for discount Clothing

Train access

Direct Braintree to Liverpool Street circa 1hr



5. The arrangements supporting the cultural, linguistic and religious needs of the children.

We believe it is important to set a culture of understanding around diversity and an acceptance of different religious beliefs, ethnicity or sexual orientation. **Conway House** may hold theme nights in the house looking at different cultures and beliefs, which the young people are encouraged to contribute to and participate in.

Young people at the home are offered the opportunity to attend their place of worship and staff will provide whatever support is necessary to ensure this happens. The staff at the home are from mixed religious beliefs and provides an acceptance to those of all religions. We embrace the celebration of a wide range of special days and key traditional celebrations for a wide range of cultures. For example, bonfire night, Chinese New Year, Eid, and Christmas. We respect any celebration day that a young person wishes to acknowledge but also that they may choose not to celebrate as well.

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.

SureCare has an overall complaints policy which is used in **Conway House**. The complaints procedure consists of 3 stages: -

- i. The Informal or Problem-Solving Stage
- ii. The Formal or Registration Stage
- iii. The Review Stage

At the informal stage, the complainant should speak to a member of the **Conway House** team.

For formal complaints contact the Registered Manager of the home. However, if the complaint is regarding the Registered Manager, complainants may contact a Director at Head Office.

For young people, **Conway House** will ensure that copies of the complaint's procedure are listed in the Young person's handbook which is given to and explained to young people on their first day at the home or if possible, prior to the move.

In addition to this the young people will be made aware of who their independent visitor and children's rights officer is. The Registered Manager also ensures they are available to the young people to discuss any issues they may have, to try to resolve any difficulties quickly and succinctly. All the young people know that the Manager operates an open-door policy and they often take advantage of this by talking to the Manager discussing issues or requesting answers to pressing questions they have.

Young people will have plenty of opportunities in **Conway House** to voice their views and opinions. They can discuss anything they are unhappy with not only in regular young people's meetings, but also through 1:1 consultations, 1:1 discussions with the manager or their keyworker and on the comment boxes that are available to them on incident related paperwork. They also have opportunities to speak privately with relevant visitors to the home such as their social worker, Reg 44 inspectors, Independent Reviewing Officers and Ofsted. This allows ample opportunity for young people to voice any concerns and gives staff opportunities to resolve any issues as soon as they arise.

In **Conway House** when young people are still not happy there will be complaint forms that they can complete. Staff will support young people to complete these forms and this is then communicated to the Registered Manager or nominated senior from the leadership team. The young person will be spoken to, consulted about what they would like to happen with the complaint and then all necessary action will be taken. A



resolution will be reached that the young person is happy with and any action needed from the complaint will be implemented. Complaints are dealt with immediately and in line with statutory requirements and company policy. This process is the same whether this is an external or internal complaint. Young people will receive a written reply from the Registered Manager to ensure there is a resolution to the complaint and that they are happy with the outcome, prior to closure of the complaint.

Ofsted
National Business Unit
Piccadilly Gate
Store Street
Manchester
M1 2WD
Tel: 03001231231

The Children's Commissioner for England
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT
Tel: 020 7783 8330

Care Leavers Association
40 Fountain Street
4th Floor
Manchester
M2 2BE
United Kingdom
Tel: 0161 637 5040

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

Safeguarding.

The homes staff members are trained and regularly refreshed in the area of safeguarding and sexual exploitation. Each young person is cared for differently and in accordance with their needs in terms of safeguarding and CSE. The home's staff work closely with local authorities and public services. If a young person's risk assessment increases regarding their personal safety, then managers with Local Authorities may formulate personalized safety plans to protect each young person.

The Clinical psychologist and Assistant psychologist can work with young people and staff in promoting the psychological wellbeing of the young person.

At the Centre of safeguarding within the home is the idea that if young people feel comfortable around the home and have a good relationship with staff they are more likely to listen to a staff member when they are trying to encourage them to stay safe. In addition to this, good relationships mean a young person is more likely to open up to the staff member about any situations that worry, upset or scare them.

The home ensures staff are familiar with the company's whistle blowing policy and the home emphasizes the ethos that all concerns, no matter how small they seem, must be reported whether they concern colleagues or not. The number one priority for the staff member is the children/young people.

The home's safeguarding officer is: The registered Homes Manager and should be contacted in the first instance should you have a safe guarding concern on their individual mobile phone number or email address. The Company has several designated safeguarding officers which include, Homes Managers, Directors and The School Head Teacher/and leaders of the school. (All Designated person –level 3 qualified)

The Local Authority Designated Officer (LADO) can be contacted and the details will be displayed in the home available to all staff, as can CSE liaison Officers and interagency professionals relating to safeguarding concerns.

Missing from home

Conway House has a Missing from Home Policy that provides the minimum standard for every young person living at the home. The staff like to create a relaxed but structured atmosphere in the home and make a concerted effort to make each young person feel that they can talk to staff about their problems, worries and frustrations. If the home is a safe haven for young people then the likelihood that they will run away is reduced.

Conway House also looks at what each young person's likes and dislikes are and what motivates them and incorporates this into the activity schedule to increase their participation within the home and encourage them to avoid being missing from home

In specialized high-risk cases the basic missing from home procedure can be altered and extra measures put in place. This can involve such things as altering the time a young person is reported missing to the local police, providing 1 to 1 staffing for the young person, supervising any monies and putting personalized incentives in place if needed.

Where any amendments are made to the missing from homes procedure these are agreed with the placing authority through the young person's social worker. Where any intensive measures are put in place the home works with the young person and the local authority on the longer-term goal of lowering the risk level and gradually reducing any extra measures put in place. The aim of this is to get young people to make safe choices independently so they are not overwhelmed by the freedom they have when they leave care.

Where a young person is reported missing to the Police, staff are asked a series of questions regarding the young person's prior history of being missing, the circumstances of the current incident and the behaviour leading up to the event, any other risks the young people present with, and what contact the young person has made. Depending on the answer to these questions, the police then risk assess the situation and act accordingly. Where a child is considered to be 'missing' a police officer may attend the home to collect and go through the information and search the home. In the event that a young person goes missing, regular telephone and e-mail updates are given to social workers, EDT, family members (where applicable) and other relevant parties i.e. YOT, education establishments. In addition to this the Homes Manager and Directors, may also be updated regularly.

If a young person is missing more than three times in one month or has been missing for a long duration, a member of the house's management and leadership team may organize a strategy meeting with the young person's social worker and all relevant parties involved in safeguarding the young person. This allows an opportunity for



everyone to discuss the behaviour, make an action plan for the young person's safe return and put in any amendments to the young person's placement plan. SureCare closely links with Essex Missing Person's police coordinator/liaison officer regarding any high-risk absconders as well as being someone who the manager can ring up for advice and guidance in relation to young people being missing from care.

Bullying

The home has a zero-tolerance approach to bullying; this is outlined verbally to the young people when they first arrive at the home and they also receive a copy of the anti-bullying procedure within the **Conway House** young people's guide. Young People are encouraged by staff to support them to keep the home free from bullying and are encouraged to speak up if they are being bullied or know someone who is. As with safeguarding the staff member's relationships with the young people vigilance in recognizing bullying behaviour is pivotal to this in terms of disclosures of bullying and also the likelihood that both bullies and bullying victims will accept support and help from staff.

Where a bullying incident or claim occurs, it is thoroughly documented and investigated by staff. The staff work hard to ensure that a suitable consequence is delivered and the right support is put in place to help the bully and their victim explore why it happened and how to avoid it happening again. In rare cases where bullying continues it is made clear to the bully that the consequence could mean they are moved out of the home. In **Conway House** bullying is set as an agenda item on the young person's meeting so it is always discussed openly and young people have a forum in which to safely raise any issues they may have. It is rare that **Conway House** has extreme cases of bullying where verbal or physical threats are made but the staff are also very proactive in managing and confronting any 'underhand' looks or throwaway comments that are more common place and could also be classed as bullying. In addition to this risk assessment and impact assessments are regularly reviewed.

Views, wishes and feelings

8. A description of the home's policy and approach to consulting children about the quality of their care.

We fully recognize that Children/young people have their own views, wishes and feelings, and that we must promote each child's/young person's right to have a say.

Involvement In their own care

- The children and young people resident within Surecare will be consulted about every aspect of their care whilst in placement. This will be done both formally and informally using a variety of different means. No child is assumed unable to communicate their views; therefore, appropriate methods for gaining views should be sought and provided. For example, children's views are sought during Key Worker/ 1:1 sessions, significant conversations, reviews and planning meetings.
- Children and young people will be actively encouraged to participate in the development of their individual care plans, reviews and any other key meetings and will be supported and encouraged to ensure their views are heard.
- The children/young people will have opportunity to discuss, debrief and comment following any incident, consequence or use of positive physical intervention. This will consider how we can prevent this from happening again. They will also have the opportunity to read and comment on their review reports, care and health plans.
- The children/young people will have regular one to one session with their allocated worker to discuss continued needs, progress, any issues and to set targets for the next meeting.
- The Registered Manager is always available for the young people to speak to both openly and in private about anything that is troubling them.



In the running of the home

- The home will have regular young people's meetings to discuss and consult with the children about the operational aspects of the house. Children/young people will contribute to these meetings and all children are invited to take part. These are child friendly and are age appropriate. Children are given the opportunity to make/voice informal complaints both during and after the meeting. Minutes are kept as a record of discussions and outcomes.
- Children and young people are encouraged to personalise their bedrooms in line with their individual tastes and interests and will also be consulted about the décor of the home and purchasing new items or re decoration.
- The children and young people will also have regular monthly opportunity to discuss with the Regulation 44 inspector, any concerns or issues they may have about the quality of care in the home. Any comments or concerns are raised and discussed with the Manager and appropriate action will be taken in response.
- A record of the views of children and young people about the development of the home and the children will be regularly consulted throughout the year. Any ideas and suggestions put forward will be considered and the children will receive feedback from the consultation.

We will ensure that Children/young people are provided with information about how to contact the [Children's Commissioner](#), have access to a Children's Rights Officers (within the Placing Authority) and/or an Independent Advocate;

Consultation with others

- The Registered Manager has regular consultation with professionals, families and significant others relating to the care of the child and operational running of the home as part of the Regulation 45 process.
- The home will ensure that any professionals and significant others including family where appropriate are kept informed of incidents, achievements and any concerns relating to the child.
- Formal consultation about the care and operational running of the home forms part of the monthly Regulation 44 inspection.
- The manager, as part of the annual review of the Home as well as individual consultations regularly throughout the year will ensure consultation with children and young people are carried out.
- Social Workers, Placing Authorities, families, significant others and other professionals inform the continued development of the service.

Within the home young people are expected to participate within the **Conway House** routines and boundaries. The staff ensure that at meal times everyone has the opportunity to sit down to eat together, and young people are encouraged to participate in the home's events and activities. In addition to this the young people are expected to contribute to the home by helping each other and staff to keep the home clean and tidy and a nice place to live. In terms of participating in their care young people are encouraged to work closely with their keyworkers on their care plan and are encouraged to discuss what they want for themselves for both the short- and long-term future. They discuss how they think they can reach these goals and what they feel they need to do in order to achieve this. In addition to this the keyworkers are more closely involved with the young person's care plans. They work with the young person, social worker and family members to ensure that they all have a say in the young person's care. They act as an advocate for the young person and ensure that other staff members in the home are aware of the up to date plan for the young person's care. The keyworker will also make an effort to be there for the young person whenever they are needed; for example, if the young person would like their keyworker to attend an



event or appointment with them then the manager ensures this is accommodated for on the Rota.

Consent is sought by the young people we support and their social care team to ensure they understand when any external visit to inspect and access their care plans and care records as part of the Regulation 44 visit process.

In **Conway House** we value the views and opinions of our young people around potential new staff and feel it is very important when selecting new staff to join the **Conway House** team.

In addition to this the Registered Manager consults with the young people on existing staff, gaining their views and constructive feedback to help staff improve on performance or to 'iron out' any difficulties that the young people may be having with any particular members of staff.

All young people are given a copy of the home complaints policy and can have access to a telephone to make private phone calls as required. They are also encouraged to participate around decisions involving consequences and rewards for behaviour.

9. A description of the home's policy and approach in relation to- **(a) Anti-discriminatory practice in respect of the children and their families;** **and** **(b) Children's rights**

Conway House is part of SureCare Residential Ltd, which is an organisation committed to equal opportunities and anti-discriminatory practice both in terms of the staff it employs and the children and young people it looks after.

All staff will have equal access to training, supervision, support and promotional opportunities. Stereotypical thinking in relation to age, gender, sexual orientation and able-bodied status will be challenged. None of these issues of difference will affect an individual's position within the home or their access to achievement.

Similarly, all young people looked after at the home will have equal access to the benefits and opportunities available. It is recognized that on occasion, young people will behave in a way that attracts consequences. If so, these will be applied consistently and fairly and in line with the guidelines provided by regulations. Staff are clear that the purpose of the use of consequences with young people is to promote change and reflection, not to punish. A consequence record is also completed to ensure that the young people are consulted and their views are considered with regard to the consequence and given an opportunity to express their views and work to a compromise if that is appropriate.



We believe that all people – colleagues, young people and visitors should be treated with respect. Disruptive or offensive language or behaviour will not be tolerated and will always be challenged. When such incidents are perpetrated by young people they will be dealt with in a way that promotes better understanding and encourages a change of attitude and behaviour. If young people are subjected to discrimination they will be offered protection, comfort and support. We believe that all young people are equally entitled to have their needs met and to be free from abuse and exploitation. Each young person will have a keyworker, co-keyworker and overseeing keyworker who will explain to them their rights as a looked after child and consistently ensure that these are being met. There will be regular meetings between staff and young people where the issue of children's rights will be addressed to ensure that young people feel that they are being consulted, listened to and treated equally and fairly.

10. Details of provision to support children with special education needs.

The children/young people resident in **Conway House** will either attend SureCare's education provision and Independent School, White Trees, a local mainstream school or specialist provision within the local community. The staff team encourage the children in all educational activities and endeavor to ensure that all children have their individual educational needs met.

Regular liaison/meetings take place with the staff team and the teaching staff regardless of whether the child is at White Trees School or an external educational provision. SureCare's school Head Teacher will support the team in their ability to liaise with all external educational provisions that are providing our children with education. Residential courses, after school clubs and activities ranging from sport and adventure to performing arts and learning support staff are proactive in encouraging and supporting young people to attend. The common aim of each activity and residential course is to have fun, enjoy the adventure and excitement of challenging new activities with an emphasis on improving self-confidence, self-esteem, social skills, trust, responsibility and awareness for others. There are a wide range of activities and clubs currently on offer to support young people's life and social skills. Young people are offered the opportunity to support the decision making about the range of clubs offered. These take place through consultation with the Head Teacher and/or the Homes Manager.

11. If the home is registered as a school, details of the curriculum provided by the homes and the management and structure of the arrangements for education.

Not Applicable

12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

As mentioned above, **Conway House** considers education to be very important to a young person's future chances in life so therefore place great emphasis on supporting the young people in attending school and engaging with the work. In addition to this we see opportunities outside the school day to increase learning; this may be talking about the news/current affairs, work experience or informal learning around social/independence skills. We also operate a reward system (Pathfinder) for all young people in education which may vary between each young person depending on their level of behaviour and need but ultimately will centre around promoting engagement with education and recognizing achievement in this area. All young people are given the clear expectation to attend school and this is promoted through a 24-hour curriculum. Individualized time tables are put together with the **Conway House** team, school and placing authority to ensure that it is child centred and ensures that they have the opportunity to engage in activities dependent on their own hobbies and interests. **Conway House** work closely with the education provider and offer planning meetings and strategy meetings, to help explore why a young person may be behaving in a certain way and help to gain a consistent approach to make the young person feel safe and better able to engage.

Where appropriate, **Conway House** and their education partners have informal handovers each morning by email, weekend handovers will also be sent via email, when they see each other at the learning environment and more formal ones take place in a meeting format. There is a high level of communication through E-mails and 'phone calls. On occasions, where it is deemed in the best interest of the young person the homes staff sometimes offer 1 to 1 at school to help young people manage their behaviour at school.

Some young people have individualized time tables to support their own needs. For instance, they may attend part time or have a more vocational based time table to



support their abilities. These time tables are reviewed regularly and amended as required taking into consideration the wishes and feelings of the young people.

The home also pays for school lunches where applicable.

The local Library is 10 minutes' distance from the home and all young people are encouraged to join. This provides a safe place for young people to research and learn through the use of books or get away from the distractions that home can sometimes provide.

The home will work closely with each school and ensure they are conversant with the school's rules, and behaviour management and reward systems. This is so that these can be supported consistently from both home and school. Each time a young person refuses to attend education the home's staff facilitate a discussion with the young person to try to establish why they do not want to go to school. The home will also contact the school and give an update. It will notify the school of any incentives it has put in place to encourage the young person to attend in future and will also request work be sent over to the home for the young person. If the issue persists the home will organize meetings with the school to formulate an action plan or discuss whether an alternative placement needs to be found. The number of absences a young person has is logged. The weekly summary is used to update the social workers and also to track the young person's progress in both education and all other areas. This allows any patterns or problems to be highlighted early and tackled before they escalate. It also allows any praises to be celebrated both in terms of attendance and achievement at school. The home will offer monetary or activity related rewards for any young people who regularly attend education and work hard. They also make sure that positive feedback is passed on to parents, social workers and other relevant individuals.

Children's Behaviour

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.

Conway House will always offer the opportunity for the young people to develop socially and have structured social time to reduce inappropriate or anti-social behaviours that may lead or increase from unstructured time or boredom. Our young people will likely find self-occupation challenging, therefore staff are expected to have resources and activities available for young people at all times.

Conway House aims to provide a broad range of opportunities for all the children and young people to participate in leisure and recreational activities. This is to give them as wide-ranging experience as possible to potentially find a talent or interest that can be pursued. The preferences of the young people will be taken fully into account in deciding on activities and through young people's meetings and sessions with keyworkers young people are encouraged to bring ideas and suggestions about activities or hobbies they would like to pursue. Within the local area there are swimming pools, leisure centres, bowling, cinema, countryside parks and woodland walks, shopping centres, golf, paintballing amongst other things. Young people are encouraged to access local activity groups and social clubs of their choosing for example, scouts or guides, cadets, dance/performing arts clubs or youth clubs as part of their social development and to enable them to actively participate in community living. Where young people may struggle in a social setting the staff team think creatively to try to increase a young person's ability to engage in community groups or by providing individual opportunities which could be a stepping stone to the bigger goal of community integration.

**14. Details of any healthcare or therapy provided, including-
(a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and
(b) information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.**

General Health

All staff are trained in the administration of Emergency First Aid and have regular refreshers and formal renewal training takes place through Head Office. Information about the walk in centres, NHS direct and local emergency health care provisions are available in the staff team office. The home's procedure is that all health problems no matter how small should be checked out by a professional and staff should support young people to access a health service. Every health concern is recorded in the young people's health plans and where appropriate in incident, accident forms and placement plan sessions. Where a young person refuses to seek medical attention, this is also clearly logged. On admission all young people are registered with local health professionals. The home always (when possible) refers young people to the same doctor, dentist and opticians; this means that staff can be confident in the quality of health care provided. In addition to this it helps staff to build up a rapport with local health professionals irrespective of the length of the young people's placements.

In terms of promoting the young people to lead a healthy lifestyle the home is highly proactive. Young people are encouraged to partake in a range of different types of exercise. Staff members ensure that young people are educated in how to lead a healthy balanced lifestyle; this is done through consultations and key working sessions. Each young person has an individualized health plan that covers their medical history, allergies, diet, exercise, personal hygiene and physical and emotional health. This is developed and shaped by the young person's views and needs and also takes into account the views and health information provided by parents and the local authority. The company also has a Therapeutic Service who are available to work with young people and staff on any issues related to psychological and emotional wellbeing.



SureCare's Therapeutic Team

SureCare's Therapeutic Team is committed to providing a service which helps create an environment where young people can fulfil their potential and a system which can effectively and appropriately meet their emotional & mental health needs.

The underlying principle in our work is that a young person's social, emotional, intellectual and psychological functioning and the behaviours they exhibit can be understood in the context of their early childhood experiences and their life history.

We at SureCare adopt a holistic view which privileges the social inclusion, achievement, quality of life, and developmental stage of the young person and the promotion of positive relationships with the people who care for them. SureCare has a consulting Clinical Psychologist who meets weekly with the Assistant Psychologist, who is based at SureCare fulltime and works under the direction of the Clinical Psychologist, informing staff's therapeutic practice and working directly with individual young people who find it difficult to engage in direct therapy. These are alternative and additional sessions to key working sessions, concentrating on identified areas of development from the 'Assessment and Treatment Plans'. The Assistant Psychologist will also be overseeing therapeutic targets and different psychological assessments (informal and formal).

The Assistant Psychologist supports and facilitates the peer supervision meetings and facilitates the staff reflective therapeutic supervisions. These meetings are integral in helping the staff to understand the function behind each young person's behaviour and indeed their own thoughts and feelings about how and why behaviour may challenge staff directly in their working with young people. With guidance from the Clinical Psychologist, the Assistant Psychologist is available for guidance, support and advice around any young person should a member of staff require this. For some young people who are not able to access 1:1 therapy sessions, the Assistant Psychologist supports the staff team in working with these young people. This may be in the form of consultation, case management meetings or guidance to staff around specific pieces of work. The Assistant Psychologist works in close collaboration with the Registered Manager looking at the needs of the young people, functioning of the team and training needs of the staff needs, where appropriate, consult with other members of the team to ensure that needs of both young people and staff are met by attending regular staff team meetings.



A more Individual plan for therapy may be accessed via the Clinical Psychologist or another therapist as identified by the Therapeutic i.e. play therapy or art therapy.

We recognize the primary importance of the support system in eliciting and maintaining change for children and provide significant indirect support to young people through consultation with staff teams and workforce training and development.

The work of the Therapeutic team is complemented by the therapeutic environment provided by residential care staff.

Full details of therapy team and relevant qualifications available on request.

How is SureCare therapeutic?

How we are therapeutic can be summarised in the below 12 areas.

ASSISTANT PSYCHOLOGIST (AS) & CLINICAL PSYCHOLOGIST (CP)

- AS support to staff & YP through weekly consultation with CP
- Formal & informal assessments: CISS, Resiliency Scales, SureCare Assessment & Treatment Plan
- Therapeutic targets: resulting in top tips, informed practice & achievable outcomes

SOCIAL INTERACTION

- Communicating at the right level depending on YP's needs. 'One size doesn't fit all' with communication
- Hobbies / clubs

POSITIVE BEHAVIOUR MANAGEMENT

- Understanding challenging behaviour (Challenging Behaviour Model - CBM)
- Clear boundaries, consequences, rewards
- Restorative justice
- Behaviour management plan
- Training
- Supervision / debrief / peer/therapeutic supervision
- Pathfinder

RELATIONSHIPS (SENSITIVE, RESPONSIVE CARE)

- Predictability, routine, visual information
- 'Holding in mind'
- Keeping your word
- Spending time together
- Turning up
- Emotional boundaries – self & others (3 Ps: Professional, Personal & Private)
- Reflective – as a staff member & with YP
- Cooking / cleaning for & with them. Knowing & understanding what that represents to the YP = you are demonstrating you care.
- Common third interest, e.g. watching TV, shopping, interests/conversation topics – demonstrating 'realness'.

POSITIVE DISTRACTION

- 1:1 time with staff
- Outdoor physical exercise (e.g. trampoline, bike ride)
- Pets

CARE PLANNING

- Initial Care Plan
- Keywork / admissions pack
- CISS & Resiliency scales
- Assessment & Treatment Plan (A&T Plan) completed by staff & analysed/summarised by Clinical Psychologist.
- A&T Plan + Therapeutic targets discussed / reviewed (6 monthly) in team meetings

FAMILY

- Support in maintaining family relationships where appropriate
- Support following contact (individualised to YP)

EDUCATION

- Helping with homework
- Pathway & transition into school
- Information sharing with school staff

ENVIRONMENT

- Art work & pictures of young people
- Garden / outdoor space

KEY WORKING

- Engaging in positive activities
- Occasional trips away with KW
- Link to care plan & target setting
- Monthly report to SW
- 6 monthly LAC review report / meeting

GIVING A SENSE OF CONTROL

- Providing YP information to make informed choices
- Advocating attendance and/or participation at meetings / reviews.
- Complaints process
- Exploring values / what's important to YP
- Youth council

PSYCHOLOGICAL THERAPY

- Individual therapy can be accessed if required & appropriate, either by in-house CP, therapy provided by school, CAMHS/EWMHS or other outside providers.

**CARE PLANNING
for a Therapeutic
Approach**

**INITIAL CARE PLAN & INITIAL
ASSESSMENT AND TREATMENT PLAN**

KEYWORK/ ADMISSION PACK
(Completed in first 4 weeks)
Update Care Plan after each completed section
Generate first TOP TIPS

CISS & RESILIENCY SCALES
Complete CISS & Resiliency Scales (First 3 weeks if
YP engages)
(Completed by Therapeutic Lead in Home)

FULL ASSESSMENT & TREATMENT PLAN
Complete at end of first 6 weeks from admission
(completed by Keyworker, overseeing senior,
therapeutic lead)

**A&T PLAN Analysed & Summarised by Clinical
Psychologist & Assistant Psychologist**
Report written & sent back to Home, Social worker
Keywork Topics Generated through Identified areas
of development

TEAM MEETING
Discussion of results of A&T plan, CISS & RES
Development of first set of Therapeutic Targets &
review of TOP TIPS

A&T PLAN
Completed every 3 Months

TEAM MEETING
Review of A&T plan and Therapeutic targets
Following 3 Month reassessment

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

In most cases it is beneficial for the young people who live at **Conway House** to maintain constructive contact with the important people in their lives, either directly or by e-mail, phone or letter. On admission a contact plan will be drawn up in conjunction with the young person, family and social worker which will ensure any court order stipulations are met, that the young person's views are taken into account and that everybody is aware of what is agreed and for what purpose. This means the young person is aware of what has been agreed as uncertainty around contact can often be quite problematic for the young person. There is a use of a private telephone where young people can call friends and family. There are clear boundaries in place for the use of the telephone; calls must not be made after the young person has retired for the night. In emergency situations staff will permit use of the phone during these times and if calls are made during the night they will be monitored closely by the staff.

Where young people's family and friends wish to visit the home, staff can arrange this provided it is safe to do so for the young person, their family member, staff and other residents. When friends or family visit the home, refreshments are always provided and young people given their privacy. For young people who it is not considered appropriate for their family to visit the home then arrangements will be made for staff to take the young person to an agreed venue (family contact centre etc.) Staff ensure that these contacts are well supported and every effort is made for them to feel as positive as possible for the young person. **Conway House** recognizes the importance of attachment related issues for its young people and the difficulties that can arise in being apart from family. This can sometimes create issues prior to, during and after contact. Staff are mindful of this and ensure that where contact takes place there is good communication between parents and the home and young people and the home on how the contact went. Careful consideration is given to ensure that contact is as positive as possible but with the young person's safety remaining paramount. For those young people who do not have contact the home will ensure that the young person has access to an independent visitor, this can be through consultation with their local authority.

Protection of Children

16. A description of the home's approach to the monitoring and surveillance of children.

The company has policies which cover the use of Door Alarms that is reviewed annually.

To ensure the safety of the young person or others, it may be appropriate to monitor exit and entry from a child's bedroom outside of normal waking hours with the use of a silent alarm that is triggered when a door is opened.

- Such devices may only be used if set out in relevant Young Person's Placement Plans/young person's handbook
- Every effort is made to ensure the young person's privacy, dignity and rights whilst the system is in use.
- Their use is assessed on an individual basis, agreed to in the care plan and social worker is aware.
- The child is made fully aware of their use and the reasons why the decision is made.
- The use of the door alarms is reviewed regularly as to their appropriateness of use.

This alarm is linked to a system that notifies staff supporting overnight, of a child's exit/entry from a bedroom by a low-level buzzer. The staff member is then in a position to decide whether a young person requires assistance if there is a prolonged absence. The use of door alarms is not to be viewed as a monitoring system or to be used as a behaviour management tool but is to be deemed an additional support mechanism for the children/young people overnight, should they require additional support, for example if they are taken unwell during the night. The use of alarms on the external doors is to provide additional security for the Home and will highlight to staff any unauthorized entry.

Use of Door Alarms

Door alarms are not set until the child/young person has settled to bed for the night. Door alarms are to only be set in line with a risk assessment in place, and all staff are to be aware of the risk assessments for each child/young person.

All staff are to be trained and aware of how to operate the door alarms. All staff are to be aware of the risk assessment in place regarding the use of door alarms.

Should the door alarm be activated, then staff undertaking sleep in duties should respond and appropriate action taken in response to the door alarms being activated.

This could include talking and reassuring an unsettled child/young person or supporting a child who has had a nightmare.

Once the child/young person has settled back into the bedroom then the alarm should be re-set. Staff should ensure the child/young person has returned to their own bedroom before re-setting the alarms. Staff should then return to their own sleep-in rooms.

Promoting the Welfare of children/young people

Door alarms are to only be used to provide additional security for the home and as an additional means of supporting the children/young people overnight. Each child/young person will have an individual risk assessment regarding the use of door alarms.

Additional support will be available overnight should a child/young person leave their bedroom, as the alarms will alert the staff, who will be able to offer the appropriate levels of support and guidance as needed.

This measure will further safeguard the young people by letting staff know should the young person leave or enter a bedroom and enable appropriate levels of supervision to minimize the risks of bullying or harm.

How children will be informed of the use of door alarms

The use of door alarms is recorded in the Young people's handbook / guide for the Home. Children and young people will be informed on arrival at the Home about the use of door alarms. Should there be opportunity to discuss the use of door alarms prior to arrival at the Home i.e. planning visit then children and young people will be informed then.

The use of door alarms is recorded in the Statement of Purpose which the Social Worker and any significant others will receive a copy of prior to placement.



How legitimate privacy of children will be protected

Children and young people will be informed of the use of door alarms on arrival at the Home and staff will discuss with them the need to be appropriately dressed when leaving their bedroom once the alarms are set i.e. the wearing of dressing gowns.

Door alarms will not be used as a behaviour management tool or as a monitoring device and will only be set once a child/young person has settled to their bedroom for the night. Appropriate levels of support or space will be given dependent on the individual circumstances of the child/young person leaving their bedroom.

Usual practices in ensuring the legitimate privacy of the child/young person i.e. when using the toilet etc. will be observed.

How children/young people will be protected from potential abuse of such measures.

The use of door alarms within the home will be monitored and will be used in line with individual risk assessments. Staff must record any incidence of door alarms being activated during the night and both staff must respond to any alarm. Staff are to ensure they discuss and agree who is responsible for setting/re-setting the alarms at night. Any use of door alarms will be as an additional measure of support for the child/young person and not as a behaviour management tool or monitoring device. The purpose of the door alarms will not be to punish or supervise the child/young person, but to ensure appropriate levels of support and guidance are available overnight, or as additional security to highlight to staff if doors to the Home are opened.

The Manager is to monitor the use of door alarms within the Home and any issues or concerns should be addressed. At **Conway House**, other than door alarms, no other electronic surveillance is used within the home. The home prides itself on its homely atmosphere and does not have any issues which would require this system to be in place.

17. Details of the home's approach to the behavioural support, including information about –
(a) the home's approach to restraint in relation to children; and
(b) how persons working in the home are trained in restraint and how their competence is assessed.

Young people living at **Conway House** are likely to be experiencing chaos and crisis in their lives. The placement aims to safely support and contain young people emotionally to enable a review of their needs and revise which direction the plan for each young person should take. During placement there may be challenging situations with young people displaying regular anti-social and destructive behaviours towards staff, peers and property.

Staff will be required to be trained in all behavior management programmed to equip them with the necessary skills in de-escalating and managing such behaviours.

When caring for children/young people who display challenging behaviour, it is sometimes appropriate to use physical intervention as a method of care and control, to ensure the safety of the child/young person and those who care for them.

Physical intervention is always a last resort; after all other interventions have been exhausted. All staff members are trained in Positive Management of Challenging Behaviour (CBT). There is an emphasis on developing a skill base that enables control and boundaries without the need for physical intervention. Staff attend a Positive Management of Challenging Behaviour training which teaches them how to consider all options prior to physically restraining a child and the physical intervention techniques. The physical intervention techniques taught to staff members are based on NFPS training (National Federation for Personal Safety) and staff having received instruction in this method, hold a relevant certification and work book in their CPD file. Physical intervention is used only as a last resort when all other interventions have failed. Staff attend annual refresher training courses to ensure techniques are in line with NFPS practices. Physical intervention is a reality of our work, but **Conway House**, in line with the SureCare policy, work hard to decrease the need for intervention. Our belief is that the cycle of assessment, monitoring, evaluation and review allows for proactive planning rather than reactive action. All significant incidents and incidents of physical intervention are recorded; they are then read and signed/reviewed by the Registered Manager, or the Deputy Manager in their absence. The antecedents are important in ensuring all responses are appropriate and in line with the risk assessment and young person's behaviour plan. Any consequences imposed on a child as a disciplinary measure will be recorded and checked to ensure appropriate responses are used.



The Management team in the house also ensure that each incident of physical intervention is followed with a debrief with the young person and debrief with the members of staff involved. When monitoring incidents, the Management team give emphasis to thinking about the incident details (time, date etc.), the young person's motivations and staff dynamics to try to give an overall therapeutic point of view of why it may have happened and to highlight any work that may be needed to resolve it, to prevent further occurrences or improve behaviour management strategies.

Consideration of the young person's deprivation of liberty, is always given when there is a requirement for use of physical intervention. This will also be considered within the young person's care plan where at times supervision is required for a young person outside of the home. There are times where staff will be required to closely supervise a young person for their own safety when they leave the home. In such situations this measure/management strategy will be documented and referenced within their written care plan and risk assessments so as to show a planned and reviewed approach to safeguard the young person.

It is acknowledged that such an environment and working model will inevitably on occasion, result in an allegation of some nature against staff. In these circumstances, child protection procedures apply and are followed accordingly. Both staff and the child/young person involved in the use and application of any physical intervention are debriefed following the incident and are offered medical attention. The child/young person will be closely monitored by staff following any physical intervention.

The registered Provider is SureCare Residential Ltd: -

SureCare Head Office
Twyford Business Centre,
Twyford Road,
Bishop Stortford
CM23 3LJ

The Responsible Individual of the service is Emma Barr: -

SureCare Head Office

The Homes Manager of Conway House is Kevin Dobson: -

Conway House
Braintree
Essex. CM7 9BD

More information available on request

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

The staff Team:

Responsible Individual:

Emma Barr

Emma - has worked with Looked after Children & across social care and education for more than 20 years. Emma is a strong advocate for children and believes that all children should be supported to reach their full potential. She effectively utilises her own skills and vast knowledge and experience of SureCare's Senior management team and consultants to improve the outcomes for children. Emma began her career at SureCare in 2008 as Office Manager, when founded with her husband. She progressed as Director of Operations when she decided to have more presence within the company.

NVQ Care Level 3

Child Protection Designated Person (Level 3)

PTLLS Level 3 Award – Trainer

Level 3 Award Health & Safety in the Workplace

First Aid Trainer & Assessor

Homes Manager:

Kevin Dobson

Kevin's experience is in Residential provisions for young people aged between 11-18, with SEBD working in both Local Authority and private originations over a twenty year period. During this time, Kevin has developed his understanding of working with a staff team and obtaining the best from his staff through direct mentoring and coaching and regular supervision process.

Kevin has worked for SureCare since April 2017, promoting from the Senior Leadership team into Management. Kevin understands the needs of Looked after Young People and has background experience with working and supporting complex needs



NVQ Level 3 – Children & Young People

QCF Level 5 – Leadership & Management (On Going)

Safeguarding Level 3

Emma and Kevin can be contacted at the home and at the following Office address:
SureCare Residential Ltd, 113a Apton Road, Bishops Stortford, Hertfordshire CM23 3SP

Full details of all staff and relevant qualifications are available on request.

Training and Qualifications

All staff will receive an in-house induction over the first 4 weeks within **Conway House** which helps familiarize them with house routines, structures and boundaries. They are given specified time to read the Policies, Procedures and Practice file and Opportunities to visit all areas of SureCare Residential. All staff will attend SureCare induction training within the first 3 months in order to introduce the professional responsibilities of each key area. Staff also have competency-based performance management at 3 months & 6 months. This is recorded on a tracker system and shared with all relevant departments within the organisation.

Training available to all staff: -

Induction

Introduction to SureCare and our Ethos

The Role of the TPW/designated positions

Child Development-how young people may become Looked After

Introduction to Education

Safeguarding Training/CSE

Equal Opportunities and Anti-Discriminatory Practice

Introduction to the Therapeutic Services/models and support

Care Planning/Risk Assessing

Supervision and Performance Management

Anti-bullying awareness

Mandatory Training

Child Protection & Safeguarding procedures
Basic Fire Awareness Course/Fire Marshall Training
Emergency First Aid at Work
Food Hygiene (Awareness)
Health & Safety in the Workplace Training
Internal Medication Course and procedures
Positive Management of Challenging Behaviour - (CBT & NFPS) Training
Child Sexual Exploitation
QCF Level 3 in children's residential care. (CYPR)

A wide range of additional training and continual professional development is in place (see annual training plan). The Manager may also facilitate or ask for bespoke training if they feel the needs of the young people/house or staff require it.

Within the first year all staff will begin a range of trainings which covers child care practice, theory and legal aspects of working within a residential setting. The induction is linked to the original CDWC Induction Standards. All staff will be qualified to NVQ/QCF in Health and Social Care (Children and Young People) or working towards their accreditation.

Additional Training

In addition to our mandatory training program for our staff, we offer a robust therapeutic training programme delivered by our therapeutic services. The details of this are available on request. At SureCare we offer and encourage our young people to develop their skills and they are encouraged to attend First Aid and Fire Marshall training and any additional skill development to promote and advocate their rights and their personal development.

19. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education of health care.

Conway House is comprised of a staff team of a Registered Manager, Deputy Manager, Senior Therapeutic Project Workers and Therapeutic Project Workers.



SureCare also employ bank relief workers. The numbers of staff will be dependent of the numbers of children placed within the home and their levels of needs. Actual numbers of staff on duty will be determined by the number of children/young people in resident and according to their assessed needs. The home operates on a minimum of 2 staff to 4 young people staffing ratio from 8.00 until 23.00 and sleep in staff or waking night staff overnight. The home is flexible and well equipped to increase staffing to accommodate any young people who require 1 to 1 support which is identified within the placement planning meeting and arrangements. Staff may also lone work 1:1 with a child/young person where appropriate or the need arises. Senior and Therapeutic Project Workers will undertake the direct care and supervision of the children/young people placed at **Conway House**. They will conduct their role in line with good practice, organisational policies and procedures and the individual care plans for each young person. They will be allocated working roles with individual children/young people and delegated organisational responsibilities for the home as part of their personal development. There is always a senior member of staff on shift and where emergency situations may prevent this from happening there would be an experienced staff member who would be capable of taking on that responsibility. There is an on-call system within the management team that covers 24/7 that offers additional support to the staff working within **Conway House**.

Supervision of staff

The company procedure and home's practice on supervisions are that;

- All contracted staff members have regular supervisions and care is taken to match up supervisors and supervisees to maximise the development of the staff.
- Supervisors are encouraged to create an open and relaxed environment during supervision so that strengths and weaknesses can be addressed in the right way. Supervisions are planned for quiet parts of the day so that staff are able to get the supervision done without being disturbed and without impacting on the care provided.
- Managers ensure that supervisees are aware of their role are able to raise queries and concerns and know who they are accountable to.

Conway House ethos considers supervisions to be integral to the role of the Therapeutic Project worker (or designated position) given to ensure the development of staff and great emphasis is given to ensure occurrence and quality, staff are committed to this process and acknowledge their responsibility in being open and honest to gain the greatest insight into developing their own practice, meeting the young people's needs and contributing to the functioning of the team. These values are consistently



role modelled by the Registered Manager in interactions and discussions with the staff team. Supervisions are supplemented by Therapeutic Supervision facilitated by the Assistant Psychologist equally in this time staff are encouraged to be open, honest and reflective to look at the young people's needs and behaviours, to improve their practice with the young people and improve the team's functioning.

20. If the staff working at the children's home are all of one sex or mainly of one sex, a description of how the children's home promotes appropriate role model of both sexes.

Conway House prides itself on creating a homely and relaxed atmosphere, where staff respect that they enter the young people's home every day to provide support and nurture, practical assistance and good parenting. To that end we ensure that staff employed offer the young people opportunities to interact with a variety of adults both male and female, of a variety of ages, and form a variety of cultural backgrounds.

Recruitment processes ensure that the home has the required skill, experience and personality mix to meet the individual and charismatic needs of the young people. **Conway House** prides itself on having a diverse adult staff team and the Manager takes great care in the recruitment process to ensure staff are being selected for **Conway House** to add to the range of ages, gender and personalities so the young people experience a diversity that is representative of society where possible.

Care Planning

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

Planned Placements

Following receipt of an initial referral from the child/young person's Social Worker, Placements Team, the following procedure will apply: -

- The referral is received by Head Office or registered manager and an initial review is undertaken by them and sent to registered managers if not already received to read and comment. The Registered Manager will assess each referral/case which will require a variety of reports. A matching assessment tool will be undertaken to determine whether to progress with the referral.
- The Registered Manager/Area Manager will carry out a matching process to ensure that they are clear on the appropriate action needed to meet this young person needs and also to take into account the effect that this may have on the rest of the group and action to be taken to minimise disruption to others within **Conway House**. This additional matching process may include feedback and assessment from our Psychologist, whose response will be documented.
- Times and dates are arranged for visits to gather information about the child/young person's background, history, likes and dislikes and to gain



everyone's experience of the child/young person. It is also an opportunity to provide information on **Conway House** if it has not already been received.

- Following this process, a decision will be made and an offer of placement sent to the local authority with appropriate funding and costings for the level of need.
- Following local authority agreement to the placement, it will be arranged for the young person to visit the home, supported by their current placement/ parent/ social worker. This is an opportunity to introduce them to the home, staff and other young people. This may include an overnight stay if appropriate. A copy of the Young person's Handbook/Guide will be given to the young person and **Conway House'** rules and boundaries will be discussed during this visit. This will also include the use of bedroom door alarms and fire procedures. This process will need to be continually reinforced once the child moves in as this can be an overwhelming time for the young person.
- The staff team are informed, a key worker is identified, information gathered is disseminated to the team and a consultation will take place to agree the initial placement plan.
- The key worker, in consultation with the young person, will prepare the bedroom and ensure paperwork is in place. On admission a placement planning meeting will be arranged whereby those who have parental responsibility will be requested to complete and sign all documentation such as risk assessments and consent forms.

Family and Social Worker contact will be arranged on admission and regular telephone/email contact will be maintained throughout the assessment process. SureCare expects the Placing Authority Social Worker to visit the child once per month (approx.). Statutory reviews take place initially within 30 days post admission, then booked Three months post admission and every six months thereafter. The statutory reviews will focus on the needs of the child, immediate, medium and long term.

Conway House has an on-going commitment to working in partnership with placing authorities (both care and education), parents and other agencies in the best interest of the child.

Short Notice Placements

Conway House will consider referrals that may be with little notice, in line with the needs of the young people already in placement. During office hours these will come through the normal referral line. Out of hours these will be handled by the homes manager /on call. Final decision for the placement of a child will be at the discretion of the Registered Manager. This will be based on completing a Risk & Management plan



and Risk Assessments and matching process with the available information, matching to the other children currently placed within the home, levels of risk and available staffing. Any decision to place a child at short notice, will be reviewed at 72 hours to ensure a more thorough matching process can be completed.

Initial information will be gathered over the phone as to the reasons the placement is required. Where possible any supporting information will be emailed to the home. Where sufficient information is not available on placement of the young person, the home has a range of generic risk assessments addressing a range of behaviours (i.e. self-harm, absconding, violence etc.) to ensure the initial safeguarding of the child, the peers and adults. Post admission all endeavors will be made to collate a chronology to inform immediate risk assessment and Placement Plan. The procedures for a planned placement will be followed wherever appropriate. Any decision to place a child at short notice placement will be done so with expectation of matching criteria and risk assessment being completed prior to admission. The placement would be reviewed at the placement planning meeting.

There will be a planning meeting as soon as possible following admission, ideally on admission. This should be diarized with the social worker/local authority, there will be an internal review as soon as possible to assess the suitability of the young person to the placement. This will also identify a date for a placement planning meeting to be held with the Local authority within the first seven days to identify the longer-term plan. The Registered Manager will ensure that young people are appropriately matched to the skill base of the team and how their individual needs can be met. Consideration is also given to how the behaviours of the young people may impact on the other young people already living in the home. This will be reviewed throughout the placement, in liaison with the young person's placing authority. Where a child is placed on a short notice basis, if there is a requirement to offer additional training to staff to meet their needs, this will be identified and necessary additional training provided as a matter of urgency.

Where this additional training requires external input, an introduction to the issues will be provided to the team and more in-depth training planned for as soon as is practicable. The impact of not receiving the training will be evaluated by the Registered Manager and this will be taken into account as part of the 72-hour review. Where a young person is admitted from outside the local authority the Registered Manager completes a notification form that is e-mailed over to the designated person at (Access to Resources Team) ART children within the host county of the home. (Details are held in house) This also occurs whenever a young person is discharged. This communication allows local authorities to keep track of what young people are in the local area meaning that young people have access to local support services early on in



their placement and if deemed necessary the local authority can take steps to protect other people in the community from any risk the new admission may pose.

The written notification includes the following information:

- Child's Name and Date of Birth
- What order the Young person is accommodated under
- Contact details of the placing authority and IRO
- Details of any statement of educational needs for the child and the LA that maintains the statement.

These are all required under revisions to Regulation 41 with immediate effect.

Staff Matrix

NAME OF STAFF	POSITION HELD	RELEVANT QUALIFICATION	EXPERIENCE & FUTURE PLANS FOR QUALIFICATIONS
Kevin Dobson	HOMES MANAGER	<ul style="list-style-type: none"> • NVQ LEVEL 3 Children and Young People • LEVEL 3 Safeguarding • Physical Intervention (NFPS) Training • Therapeutic service training • Missing from Care • Safeguarding training • Child Sexual Exploitation • Child Neglect • Supervision • Equality & Diversity • Radicalisation • First Aid at Work • Medication Training • Fire Safety • Fire Marshal 	<p>Kevin has worked with SureCare in excess of three years which has seen him develop from a senior role within the leadership team, into the residential management team.</p> <p>Kevin's experience is in Residential provisions for young people aged between 11-18, with SEBD working in both Local Authority and private originations over a twenty-year period. During this time, Kevin has developed his understanding of working with a staff team and obtaining the best from his staff through direct mentoring and coaching and regular supervision process. Kevin has supported his young people in their long-term placements at SureCare and seen their achievements in education progress and social development.</p> <p>Kevin is currently completing his NVQ Level 5 Leadership and Management.</p>



		<ul style="list-style-type: none"> • Confidentiality & Data Protection • Food Safety • H&S <p>Effective Communication and Teamwork</p>	
ZOE-ANNE CROSS	DEPUTY HOMES MANAGER	<p>QCF LEVEL 3 (ongoing) Challenging Behaviour Training Safeguarding Children Training Physical Intervention (NFPS) Training Fire Marshall Training First Aid Training CSE Food Safety H&S Equality & Diversity Therapeutic service training (Development and neurological day 1&2, Self-reflection and good practice day 1 & 2, Problem solving, Understanding young people. Medication training Understanding of role and responsibilities</p>	<p>Zoe joined SureCare in November 2016, Prior to deciding to move into residential care, Zoe was an assistant manager at a trampolining park, where she managed a team of staff and the health and safety for ensuring that children and young people/families could enjoy the leisure park. This included customer service skills, strong communications and organisation in managing bookings and preparing the park for operations.</p> <p>Zoe is a qualified trampoline coach (Level 3) and has taught trampoline and gymnastics for a range of ages and including working with clients who had disabilities. Zoe has progressed in her roles at SureCare developing into a senior TPW prior to her becoming DHM.</p>
Paul Johnson	Senior Therapeutic Worker	<p>Challenging Behaviour Training Safeguarding Children Training Physical Intervention (NFPS) Training Fire Marshall Training First Aid Training CSE Food Safety H&S Equality & Diversity H&S Medication training Understanding of role and responsibilities Peer on Peer Abuse</p>	



KURTIS MANNING	THERAPEUTIC PROJECT WORKER	<p>First Aid trained Level 3 medication. Manual handling. Defibrillator trained. Buccal trained. Health and Safety. Food hygiene. Autism trained. Challenging behaviour trained. Safeguarding young people Fire Safety trained Child Protection NFPS CSE – Educare Raising Awareness of Trafficking & Modern Slavery Effective Fire Warden Equality & Diversity Prevent Bullying Awareness of peer on peer abuse</p>	<p>Kurtis joined Surecare in January 2019 as a TPW. Prior to commencing his role, Kurtis had had previous experience in working with adults with learning disabilities. Kurtis has settled well into his new role and had already forged good professional working relationships with both the young people in placement and the current staff team. Kurtis has undoubtedly got transferable skills from his previous role, and it is hoped these skills can be developed further within his current role as a TPW. Kurtis through completing supervision has expressed his desire to further develop in his role and is hoping to complete his NVQ Level 3 award at the earliest opportunity.</p>
AMY GOODMAN	THERAPUTIC PROJECT WORKER (BANK)	<p>QCF Level 3 Challenging Behaviour Physical Intervention (NFPS) Training Safeguarding young people Fire Marshall Training First Aid Meds Assessment Food Hygiene County Lines CSE Health & safety Child Protection CSE Educare Raising Awareness of Trafficking & Modern Slavery Effective Fire Warden Prevent Bullying Awareness of peer on peer abuse.</p>	<p>Amy Goodman has worked at SureCare since 2017. Since working at SureCare Amy has worked with many young people and shown her passion for the role buy always encouraging young people to try new experiences and which included taking a young person on their first holiday and has always been very driven to ensure young people reach their goals</p> <p>Amy has been able to complete my QCF health and social care in the residential setting and undertaken lots of internal and external training which has help Amy gain more knowledge and understanding in health and social care.</p>
LIM AHL BUNTYN	THERAPEUTIC PROJECT WORKER	Challenging Behaviour Training	Limahl has been a support worker for young people with challenging behaviour



		<p>Physical Intervention (NFPS) Training Safeguarding young people Fire Marshall Training First Aid Meds Assessment Food Hygiene Health & Safety Child Protection Raising Awareness of Trafficking & Modern Slavery Effective Fire Warden Prevent Bullying Awareness of peer on peer abuse</p>	<p>for 7 years, working in London, Midlands and now in Essex. Limahl has an innate ability to build positive relationships with young people. Limahl is knowledgeable regarding the issues surrounding ethnic backgrounds, religion, music, sports, fashion and in general has an all-round understanding of the 'child's world'. He is well travelled globally and has interacted with people from various cultures and backgrounds. Limahl states that supporting young people is more than just a job for him it gives him a sense of purpose and pride in his work. Limahl feels valued by the young people he supports and their families. Knowing that he is making a positive difference to the young people in our home is the reward Limahl gains being in the role of a therapeutic support worker.</p>
JILLIE SAUNDERS	THERAPEUTIC WAKING NIGHT PROJECT WORKER	<p>Surecare Induction Food Hygiene County Lines Safeguarding Meds Assessment Child Protection Raising Awareness of Traffic and modern slavery Huntingdon's stoma care Occupational therapy Care planning Personal Hygiene Support Mental Health Assessments Art Therapy Epilepsy Training</p>	<p>As a person of mature years, I feel my input and outlook will be of value to our young people. Optimistic and practical with a good sense of humour. I believe I can communicate clearly with ease with most young people. I have raised two boys of my own and I always appeared to be the 'go to' person for most of the neighbourhood's children and their parents, when they were in difficulty. I have experienced a troubled childhood myself and can relate to most problems. Empathy is a very strong tool I have acquired over the years. A previous career was in palliative care and I have historically run my own business.</p>
Esther Abdulazeez	WAKING NIGHT TPW	<p>B,Sc Social Work – On Going</p>	<p>Elo was drawn into the industry as a result of my compassionate, caring and supportive nature and her passion to help and support people with their day-to-day needs.</p>



		<p>Social Care and Social Work (HE Diploma)</p> <p>Safeguarding</p> <p>First Aid</p> <p>Food Hygiene</p> <p>County Lines</p> <p>Intro to CSE (Internal)</p> <p>Raising Awareness of Trafficking & Modern Slavery</p> <p>Effective Fire Warden</p> <p>Prevent Bullying</p> <p>Awareness of peer on peer abuse</p>	<p>After the completion of a certificate III course in individual support in Australia, Elo spent time in Australia with the Australian Foundation for Disability (AFFORD) in 2017 where she volunteered to work with people living with disabilities and improve their quality of life and reach their individual goals. In 2018, Elo then obtained a Diploma of Community Services which later allowed Elo to assisting individuals and/or their one person, to their family members again with the aim of improving their lives in all areas of their care.</p>
<p>BEN MICKLENBURG</p>	<p>WAKING NIGHT TPW</p>	<p>Safeguarding Young People.</p> <p>First Aid Essentials.</p> <p>Fire Safety.</p> <p>Food Hygiene.</p> <p>Child Protection.</p> <p>Child exploitation.</p> <p>Health & Safety.</p> <p>Raising Awareness of Trafficking and Modern Slavery.</p> <p>How to be an Effective Fire Warden/Marshall.</p> <p>Equality & Diversity.</p> <p>Preventing Bullying.</p> <p>Awareness of Peer on Peer Abuse.</p>	<p>Ben has worked within the care sector for over ten years in a number of setting, providing a range of care and support for individuals throughout this time. Ben started his career in care working initially as an agency worker with the elderly with dementia before changing career direction and working at a residential school in Colchester which provided a learning and residential environment for children and young adults with autism. Ben remained with this employment for eight years before beginning employment in a residential setting as a support worker gradually progressing to a residential team leader. Ben was leading then this settings house group for 15/19 age group. Ben has developed a number of skills and knowledge in this role in autism and challenging behaviour. Ben has completed his diploma in children and young people which was achieved in 2015. Ben has continued with his development taking the role of care coordinator which enhanced his skills further and provided the opportunity to become more familiar with managerial tasks, this was in a supported living environment spread across seven services in the Colchester area supporting adults with</p>



			mental health and learning difficulties. Ben then decided to take a brief break from the social care sector before successfully applying for a position in the Surecare organisation in April 2020.
Zakiya Bugun	THERAPEUTIC PROJECT WORKER	Challenging Behaviour Training Physical Intervention (NFPS) Training Safeguarding young people Fire Marshall Training First Aid Meds Assessment Food Hygiene Health & Safety Child Protection Raising Awareness of Trafficking & Modern Slavery Effective Fire Warden Prevent Bullying Awareness of peer on peer abuse	
LEANNE PALMER	BANK THERAPEUTIC PROJECT WORKER	Challenging Behaviour Training Physical Intervention (NFPS) Training Safeguarding young people Fire Marshall Training First Aid Meds Assessment Food Hygiene Health & Safety Child Protection Raising Awareness of Trafficking & Modern Slavery Effective Fire Warden Prevent Bullying Awareness of peer on peer abuse	<p>Leanne joined Surecare in April 2019.</p> <p>Prior to this, Leanne worked as a coordinator for a leading national charity supporting people with learning disabilities in to paid employment.</p> <p>Leanne worked with people of all ages but especially enjoyed working with young people to set and exceed their personal goals. Within this role, Leanne built positive professional relationships with service users and employers to find suitable and sustainable employment for the individual; to include ongoing in-work support and coaching. Within this capacity, Leanne has found employment for people in a multitude of settings, providing in-work support in cafes, restaurants, a warehouse, retail and even a farm!</p>



NICOLA PURTON	BANK THERAPEUTIC PROJECT WORKER		<p>Nicola joined SureCare Residential in March 2019. Nicola specifically chose to undertake this role as she has been interested in this line of work for some time. For the past 7 years she has been volunteering on and off for Hertfordshire Probation Service working with young offenders. Nicola has also attended some educational days such as Suicide Prevention and Mental Health Awareness in teenagers.</p> <p>Prior to having her own children, Nicola was a Secretary/PA and Office Administrator working for various corporate organisations for 16 years and in her last role she had a team Administrators that reported to her.</p>
JAMES TEW	BANK THERAPEUTIC PROJECT WORKER	<p>Currently studying Social Work Degree. Challenging Behaviour Physical Intervention (NFPS) Training Safeguarding young people Fire Marshall Training First Aid Meds Assessment Food Hygiene Health & Safety Child Protection Raising Awareness of Trafficking & Modern Slavery Effective Fire Warden Prevent Bullying Awareness of peer on peer abuse</p>	<p>James initially started his career working for 4 years with adults with learning difficulties exhibiting challenging behaviours. He then moved into children's residential services working in a children's home with 5 service users aged between 11 and 17 with severe learning disabilities. James worked closely with service users having autism, epilepsy and mental health needs. James also provided some respite care for parents with young children who have learning disabilities.</p>
KATIE ROBERTS	THERAPEUTIC PROJECT WORKER	<p>Challenging Behaviour Training Physical Intervention (NFPS) Training Safeguarding young people Fire Marshall Training First Aid Meds Assessment Food Hygiene</p>	

		<p>Health & Safety Child Protection Raising Awareness of Trafficking & Modern Slavery Effective Fire Warden Prevent Bullying Awareness of peer on peer abuse</p>	
EMMA VINCENT	<p>ASSISTANT PSYCHOLOGIST (ACCREDITED BY BPS)</p>	<p>Open University Date of Attendance: September 2010 to October 2013 BSc (Hons) Psychology (2.1) Open University Date of Attendance: September 2010 to July 2012 Certificate in Mental Health Studies University of Suffolk Date of Attendance: September 2009 to July 2010 Certificate in Psychology and Early Childhood Studies. Completion of all Mandatory Training from Educare including Safeguarding.</p>	<p>Emma is the Assistant Psychologist for SureCare Residential, and works under the supervision of our Chartered Clinical Psychologist. Emma's role is to support staff working therapeutically with the young people, and to support the young people to build positive trusting relationships that allow them to access therapy where appropriate. In addition, Emma oversees therapeutic interventions and psychological assessments to support in building a better understanding of our young people's emotional needs. Emma has completed her BSc (Hons) Psychology in 2013, and began working as a Therapeutic Project Worker for SureCare working within the Residential Homes providing support for 12-18-year olds with emotional and behavioural needs. Emma has a good understanding and theoretical knowledge within her role which has allowed her to provide invaluable qualities to her practice within roles that have followed. Emma has now worked within the Care Industry for 6 years, along with having previous experience working with Essex Social Care in Safeguarding, as a Therapy Co-Ordinator supporting to rehabilitate adults with mental health needs, learning difficulties and Autism, as well as providing Community Care for adults and young people with complex and additional needs.</p>
JAMES DARTFORD	<p>BANK SENIOR THERAPEUTIC PROJECT WORKER</p>	<p>Safeguarding Young People. First Aid Essentials. Fire Safety. Food Hygiene. Child Protection. Child exploitation. Health & Safety.</p>	<p>James joined Surecare in March 2018 as a Bank TPW. This was his first time working in residential care, however he has vast experience of working with young people in various educational settings, such as Learning Support in Secondary schools,</p>



		<p>Raising Awareness of Trafficking and Modern Slavery. How to be an Effective Fire Warden/Marshall. Equality & Diversity. Preventing Bullying. Awareness of Peer on Peer Abuse.</p>	<p>colleges & a specialist school for children with Autism, both in group and 1:1 setting.</p> <p>James has also worked as a 1:1 out-reach tutor for Essex Fresh Start, where he home schooled a child with Autism and Asperger's.</p> <p>Through James' experience, he has many transferable skills to bring to Surecare and has expressed that he is keen to develop his skills further which has resulted in James deciding to take up a full time position within the company.</p> <p>James however has once again decided to step down to a bank worker position commencing March 2020.</p> <p>James is now enrolled on QCF Level 3.</p>
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------