

Statement of Purpose

URN:1256452



Pathways

Valid from September 2017

UPDATED JANUARY 2022

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.

Pathways aims to provide short, medium and long-term placements for young people, providing a service with a therapeutic approach.

Registered to provide accommodation for up to five young people aged up to the age of 18 years of either gender at any one time. Pathways is for children and young people who may have a range of complex needs. The length of any placement is usually agreed prior to a child or young person arriving on referral and can be assessed and reviewed once in placement, this can be anything from a short-term placement to longer term i.e. until the young person reaches the age of 18.

Pathways is set in a beautiful rural area called Widdington with access to a railway station but without it being located on our door step. It is approx. 0.9 mile from the home so easy enough for visitors to find. If you require more information about Pathways please contact us and ask to speak to the Manager.

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.

PATHWAYS provide residential care for up to five young people aged between 9-17 years old and can be of mixed gender. **PATHWAYS** is a residential service that offers care for young people with emotional and behavioural difficulties. And a range of other needs.

PATHWAYS offer placements on a short notice and planned basis and work specifically with children and young people who have a high level of needs. The children and young people will have come from different backgrounds, displaying challenging behaviours and raw emotions. **PATHWAYS** offer a safe, supportive and nurturing environment with an emphasis on treating each young person as an individual and adapting to their own needs.

Each young person has a regular review which may be attended by a Manager, Education professional, Allocated key worker and assistant psychologist in line with our integrated and multi-disciplinary approach to case management. The group sets and monitors both short term and long-term objectives for all aspects of a young person's life.

What do we offer?

- **Planned Placements**
- **Bridging Placements**
- **Respite Care**

● **Focused work over a specific period of time**

The children and young people have the opportunity to be educated at White Trees School or on site by a qualified teacher/tutor. All students will follow the National Curriculum for their year group and will be encouraged to participate in external clubs and community activities that aid learning. If there are no vacancies for education through White Trees School, alternative enrolment in educational provisions will be facilitated.

It is our aim to give every young person the opportunity and support them to mature, progress and flourish within a safe, caring and structured environment.

Our purpose is to understand and respond with care events which may occur in children and young people's lives and provide a safe and nurturing environment in times of placement breakdown or crisis. This bespoke response will be based on the different presenting needs of children and young people following careful consideration of compatibility and an adequate risk assessment. Children and young people can stay at our service for a short, medium or longer-term placement.

Outcomes:

- Reduced incidents of violence, self-harming or running away
- Improved emotional stability
- Develop a sense of investment and belonging
- Positive linking in to sustainable placements or return to family
- Enabling and empowering young people to be listened to and to contribute to their care plan
- A report detailing behaviours, potential causes and healthy responses with recommendations for future care provisions and highlighting areas of concern.

This decision to place young people and accept a referral, 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 centered on previous life experiences such as physical, emotional and sexual abuse or neglect and specific diagnosed behavioural conditions or associated with learning, physical 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. Some of **PATHWAYS** staff team have had experience of working with all these behaviours and have a range of depth of staff with experience in managing these behaviours. Continued training is offered by our Therapeutic service, senior managers and inter-agency professionals to develop skills

Young people's care plans will detail how they are supported in relation to their social, emotional and behavioural needs and with specific guidelines based around therapeutic techniques and interventions to enhance the support offered to them focusing on all their needs.

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 service 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 CBT (Challenging Behavior Training)

In addition to this SureCare offers specialist treatment services for traumatized children through direct work delivered by our trained staff. 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.**

PATHWAYS aims to promote positive experiences for people with emotional and social difficulties, and particularly those who have experienced emotional trauma and crisis, that may have resulted in numerous breakdowns in previous placements and/or relationships with significant others. 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 **PATHWAYS** 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

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primary aim is to provide each child/young person with the necessary tools and identified support needs to aid their transition, regardless of where this may be. Some of our young people may only require a short-term placement whilst a future placement is identified following a crisis situation. They may remain at Pathways for a longer-term placement whilst their needs are assessed further. This will all be detailed in their individual care plans.

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 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 **PATHWAYS** 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.

PATHWAYS 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

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- 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 **PATHWAYS** 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 placement 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.

How Pathways Differentiates from our general residential services

Pathways is situated in a rural area as opposed to a community or neighborhood setting. This allows support to young people that are more at risk of absconding behavior and exploitation risks and concerns from a more urban setting. In addition, placement at Pathways includes the therapeutic service but also an Education provision through White Trees, SureCare Residential School.

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**

PATHWAYS is able to offer up to five children male or female, aged between 9-17 residential accommodation for an agreed time whether short or longer term and is operational 52 weeks of the 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. **PATHWAYS** is a spacious detached property, set back off the road with a clear boundary fence and gate. The house has a fully fitted kitchen, utility area, dining area, lounge, games/reading room and toilet downstairs and four bedrooms and a bathroom allocated to young people upstairs. There is a fifth bedroom downstairs. 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.

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 management, this will include, improvements to the house or service and any future developments that they may ask for. Young people are able to personalize their own bedrooms.

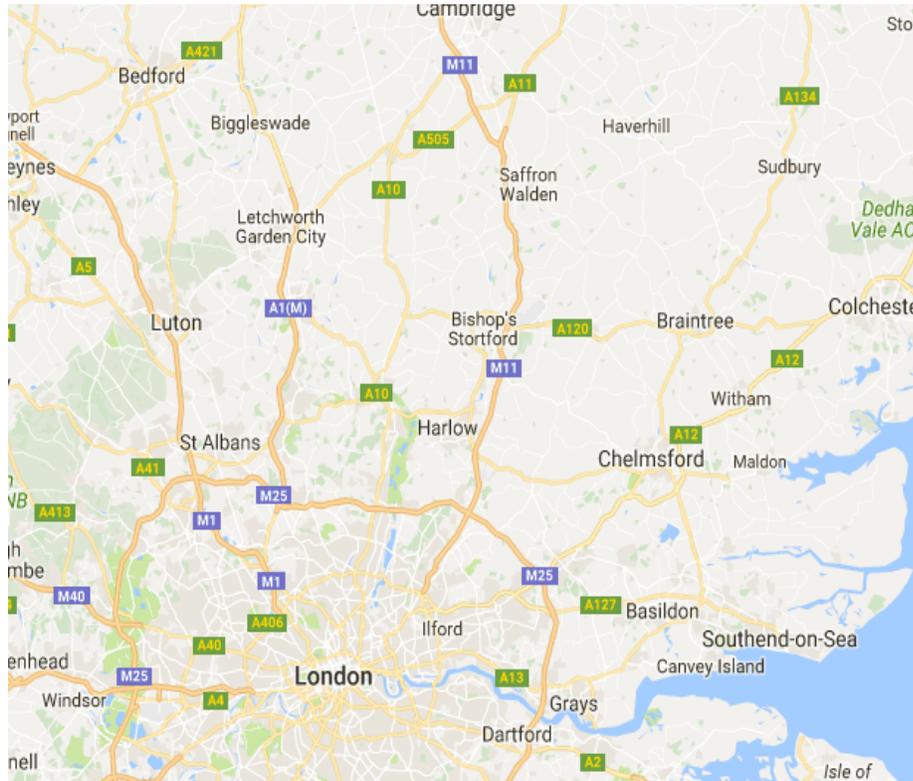
4. A description of the location of the home.

PATHWAYS 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 Affluent. Further information is available within the Location Risk Assessment.

ACCOMMODATION

Pathways is a spacious 5 bedroom detached home believed to date back to circa 1940 when it was originally a small farm cottage. Through various extensions the property now provides well-appointed family living accommodation and occupies an excellent size plot extending to approximately 1 acre, enjoying countryside views front and back. The spacious accommodation currently comprises on the ground floor: an entrance hall entered to from a small front porch, an extremely generous dual aspect open plan living room with a fireplace, a fitted kitchen, a rear utility room/boot room, a cloakroom and a bedroom. The floor accommodation comprises of 4 bedrooms including three double bedrooms, a smaller bedroom, an upstairs shower room & toilet and a larger bathroom.

OUTSIDE The property enjoys an elevated position set back from the road sitting in a generous plot which extends to approximately 1 acre. The house is approached via a side driveway providing off road parking for a number of vehicles as well as access to a double garage with power connected with up and over doors. There are solar panels on the roof providing electricity to the main house. The garden is fully enclosed and mainly laid to lawn with a variety of shrubs and bushes. There is a separate access and gateway to the side of the garden.



Nearest stations

- Newport (Essex) (0.9 mi)
- Audley End (2.6 mi)
- Elsenham (3.3 mi)

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. **PATHWAYS** may hold theme nights in the house looking at different cultures and beliefs, which The young people would be 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 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 PATHWAYS. 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 **PATHWAYS** 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, **PATHWAYS** ensure that copies of the complaint's procedure are listed in the children's guide 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 are also 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 in the Manager's office discussing issues or requesting answers to pressing questions they have.

Young people have plenty of opportunities in **PATHWAYS** 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 **PATHWAYS** when young people are still not happy there are complaints forms that they can complete. Staff will support young people to complete these forms and this is

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then communicated to the Registered Manager or Deputy Manager. 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 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, to formulate personalized safety plans to protect each young person. The company has specialist support that the home can call upon in cases where intensive support is required.

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 Head Teachers/Managers 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

PATHWAYS 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.

PATHWAYS also look 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 absconding.

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. Where a young person is considered to be absent without authority they can remain so for up to 72 hours. This amount of time may be negotiated with the placing authority and with those with parental responsibility. After this, they must be reported to the local police as 'missing' from care.

In the event that a young person goes missing, regular telephone and e-mail updates are given to social workers, 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 **PATHWAYS** 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 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 **PATHWAYS** 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 **PATHWAYS** have 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.

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, 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 sessions 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 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 may personalise their bedrooms in line with their individual tastes and interests.
- 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.

Due to the differing time frames of individual placements, there will need to be creativity and flexibility in how consultation with young people is achieved in addition to group meetings.

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,
- 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 **PATHWAYS** 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 looking good. 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 work with the social worker and family members to ensure that they all have a say in the young person's care. The keyworkers 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 will try to ensure 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 visitors to inspect and access their care plans and care records as part of the Regulation 44 Visit process.

In **PATHWAYS** young people and children are consulted with and may participate in the recruitment process of staff. The young people will be asked for their opinions when a recruitment drive takes place. In **PATHWAYS** 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 **PATHWAYS** 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

PATHWAYS 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 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 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 **PATHWAYS** will either attend SureCare's education provision Independent School, White Trees, a local mainstream school or special 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. There will be education available to all young people placed at Pathways regardless of their length of placement. Even if SureCare are unable to offer a place on roll at White Trees School, there will be an education provision in place. 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 Head Teacher supports the team in their ability to liaise with all external educational provisions that are providing our children with education. PATHWAYS staff team work closely with the class team, or class teacher of the mainstream provision, for ensuring the mapping of the wider educational activities presented to the children are mapped and evidenced against school targets and eventually form part of the accreditation criteria for the ASDAN certificate and Gateway Award.

Residential courses, after school clubs and activities ranging from sport and adventure to performing arts and learning support form part of the provision within SureCare. 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 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 School Head Teacher and/or the Homes Manager.

Due to the nature of shorter term placements for young people, there may be tutors assigned to the home to educate the young people outside of an established school

placement so that young people do not lose out on their education regardless of their placement arrangements.

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 see above

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, **PATHWAYS** consider 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 **PATHWAYS** 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. **PATHWAYS** 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, **PATHWAYS** and their education partners have informal handovers 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 can offer 1 to 1 at school to help young people manage their behaviour at school.

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 placement plan session with the young person to try to establish why they do not want to go to school. The home will also contact the school/tutor and give an update. It will notify the school/tutor 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. Whenever a young person achieves within the education setting, the home's staff always acknowledge this. 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.

Although placement plans and lengths of placement will vary for each individual staying at Pathways, we will always offer the opportunity for 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.

PATHWAYS 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 area there are swimming pools, leisure centres, bowling, cinema, countryside parks and woodland walks, 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, 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 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

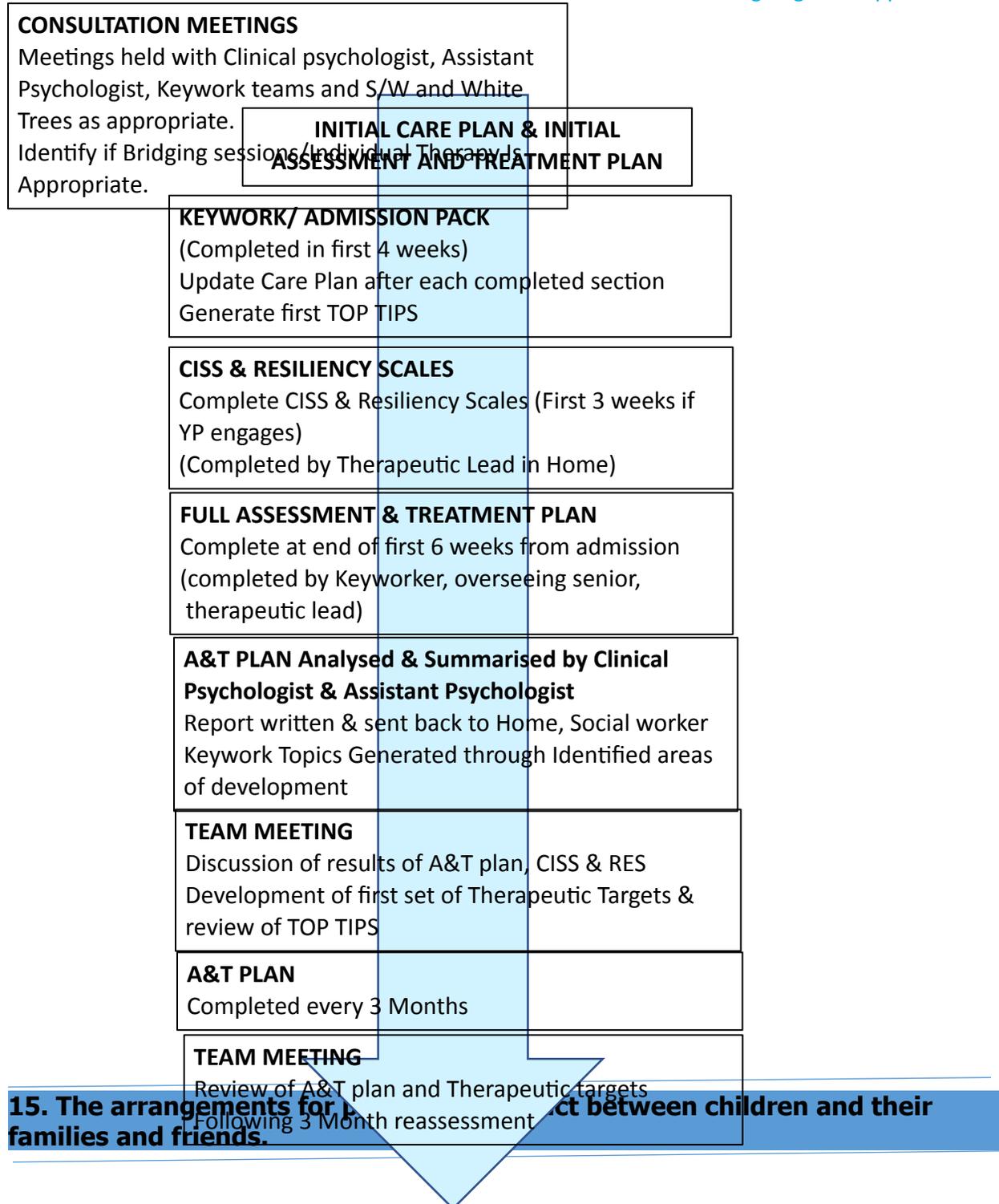
GIVING A SENSE OF CONTROL

- 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**



In most cases it is beneficial for the young people who live at **PATHWAYS** 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. **PATHWAYS** recognize 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. All appropriate checks will be made and agreements from the local authority gained.

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.

- 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 by a social worker and via consent.
- 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 behavior 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 waking night staff will 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.

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 be risk assessed 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 **PATHWAYS**, other than door alarms, no other

electronic surveillance is used within the home. The home prides itself on its homely atmosphere and has not had 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 Pathways (regardless of their length of stay) 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 behaviour management programmes 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 **PATHWAYS**, 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 Homes 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

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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
Bishops Stortford
Herts

The Responsible Individual of the service is Emma Barr:

SureCare Head Office

**The Homes Manager of PATHWAYS is: Belinda Devenny
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 and the 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 (Registered 12th June 2020):

Belinda Devenny

Belinda has worked for SureCare since 2016 in the capacity of Therapeutic Project Worker, prior to developing and internal promotion from Senior TPW & Deputy Manager before her success as Homes Manager at Pathways in 2019. Belinda has a vast understanding of SureCare's ethos, systems and procedures leading her team by example. Having worked across several of SureCare's residential homes she has experienced and been an integral part of improving residential service.

Belinda had previously worked within the education sector supporting as a tutor to young people challenged by education. Belinda privileges therapeutic approach to supporting young people and has achieved a degree in TCTO.

QCF Level 3 CCYP

Level 3 award in Education & Training (PTLLS)

Bachelor of Arts (with Honors) Therapeutic Community & Therapeutic Organisations

Level 5 QCF – Leadership & Management.

Emma and Belinda can be contacted at the home or at the following Office address:

Whitetrees Group, SureCare Residential Ltd, The Snap Factory, Twyford Rd, Bishop's
Stortford CM23 3LJ

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 **PATHWAYS** 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
Internal Medication Course and procedures
Introduction to Positive Management of Challenging Behaviour - (CBT & NFPS) Training
QCF level 3 in children's residential care (CYPR)
Child Sexual Exploitation

A wide range of additional training and continual professional development is in place (see Training Handbook). 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 CDWC Induction Standards. All staff will be qualified to NVQ3/QCF in Health and Social Care (Children and Young People) or working towards their accreditation.

Additional Training

In addition to our Mandatory training for 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 supported 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.

PATHWAYS is comprised of a staff team of a Registered Manager, Deputy Manager or Senior Therapeutic Project Workers and Therapeutic Project Workers and waking night staff. 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 3 staff to 5 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 **PATHWAYS**. 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 **PATHWAYS**.

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.

PATHWAYS ethos considers supervisions to be integral to the role of the Therapeutic Project Worker (or designated position) and great emphasis is given to ensure occurrence and quality, staff are committed to the space 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 our Assistant Psychologist (When required) 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.

PATHWAYS pride's itself on creating a homely 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. **PATHWAYS** pride's 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 **PATHWAYS** to add to the range of ages, gender and personalities so the young people experience a diversity that is representative of society.

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.
- All professionals will read and comment on the papers, taking into consideration the whole range of needs, this will include education.
- The Registered Manager or Deputy Managers 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 **PATHWAYS**. This additional matching process may include feedback and assessment from our Psychologist, whose response will be documented.
- Time is arranged 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 **PATHWAYS** 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 may 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 **PATHWAYS'** 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.

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- 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 placement.

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.

PATHWAYS 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

PATHWAYS 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 or deputy in their absence. 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. There will be an internal review within 72 hours 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

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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
- Whether the child is placed under Section 20 or 21
- 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.

NAME OF STAFF	POSITION HELD	RELEVANT QUALIFICATION	EXPERIENCE & FUTURE PLANS FOR QUALIFICATIONS
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<p>BELINDA Devenny</p>	<p>HOMES MANAGER</p>	<ul style="list-style-type: none"> • QCF Level 5 Diploma • QCF Level 3 Diploma CCYP • Degree in TCTO • Level 3 in education & Training (PTLLS) • Physical Intervention Training (NFPS) • Safeguarding Children • CBT training • Roles & Responsibilities Training • Many other internal training 	<p>Belinda has worked in with young people with complex needs and support, in different settings having worked for SureCare since 2016. Belinda has progressed successfully within the company understanding the ethos, values and systems/procedures showing an ability to lead by example and coach and develop her staff team in their performance and practice.</p> <p>Belinda has a positive influence in her robust relationships she forms with both young people & her staff and rises to a challenge having the ability to work under pressure effectively.</p> <p>Belinda is a solution focused practitioner and supportive leader who is able to</p>
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<p>SONIA STEVENSON</p>	<p>DEPUTY MANAGER</p>	<ul style="list-style-type: none"> • Level 3 In Health & Social Care • Enrolled in her QCF level 5 • Challenging Behaviour Training • Safeguarding Children Training • Physical Intervention (NFPS) Training • Fire Marshall Training • First Aid Training • Equality & Diversity • Fluids & Nutrition • Food Hygiene • 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 • CSE 	<p>Sonia had started her within Surecare as a senior therapeutic project worker in October 2019 after a referral was made by Pathways Deputy manager as they both worked in the same establishment with young people with the diagnoses of ASD and various other diagnoses. Sonia had joined the Pathways not having experience working with the young people with EBD. Sonia has since built relationships with all young people and due her passion and dedication has progressed to a Deputy Manager position as of August 2021.</p>
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<p>LUCIE CAMERON</p>	<p>SENIOR THERAPEUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • QCF LEVEL 3 • Medication • Self-harm • Physical intervention • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and 	<p>Lucie has been a Therapeutic Project Worker for Sure Care since March 2019. Previously to her current position she has spent the past eight years working in nurseries and being a private nanny for children between the ages of 0-12 years. During this time, she gained the qualifications and knowledge that enables her to bring Sure Care a positive role model and confidence in working with children from different backgrounds. Lucie’s intentions whilst working for Sure Care is to gain further qualifications and to progress her career. Lucie has successfully progressed since her time at SureCare had begun by showing initiative, meeting deadlines and demonstrating she is able to lead a shift. As a result, Lucie was able to progress to a senior TPW in June 2020 where is continuing with ensuring she is fulfilling her role effectively and appropriately.</p>
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<p>MOLLY FARLIE</p>	<p>SENIOR THERAPEUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • Enrolled & completing QCF LEVEL 3 • Challenging Behaviour Training • Safeguarding Children Training • Physical Intervention (NFPS) Training • Fire Marshall Training • First Aid Training • Equality & Diversity • Fluids & Nutrition • Food Hygiene • 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 	<p>Molly started within Care in 2014. Molly started this with working with elderly that had a variety of health conditions which also included palliative care. Molly worked in this capacity for approximately 3 years where she was able to progress and become a team leader. In 2017 Molly had then moved to another establishment where she supported adults with learning difficulties including autism. Molly again has shown huge commitment within her roles as she had again, been promoted within her work to seniors where she was able to learn how to budget, attend meetings liaised with various other professionals and reviewed care packages for the adults she was responsible for. Molly then wanted to push herself further and wanted to support young people within a residential setting. Molly feels that she would be able to apply herself and is looking forward to potentially progressing within Pathways which she has done and is now a Senior Therapeutic Project Worker.</p>

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<p>LEIGH GIBBON</p>	<p>SENIOR THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • Enrolled & completing QCF LEVEL 3 • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery • Equality & Diversity 	<p>Leigh joined the Pathways team in August 2020 having no experience of social care. However, leigh has worked alongside children as a rock-climbing instructor for 5 years which she was responsible for inducting children on school trips and young offenders in Newcastle. Leigh made a move to Essex and was working within the retail setting where she felt she was wanting to make a difference and have the opportunity to work within social care and to support young people and to provide a safer environment in order to allow the young people to flourish. Leigh would like to learn and develop throughout SureCare by utilizing all that is available to her in order to progress and becoming the best she can be. January 2022 Leigh has been successful and progressed to a senior TPW.</p>
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<p>REBECCA TURNER</p>	<p>THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • QCF LEVEL 3 • BA Hospitality and Business management • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery 	<p>Before Rebecca started working at Pathways she worked at a residential care home for children with learning disabilities. She has also worked in a secondary school where she was a safeguarding officer and the medical lead along with being a mentor. Rebecca has a BA Hons degree in Hospitality Business Management and has also completed her NVQ level 3 in residential child care and is waiting for her certificate.</p>
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<p>TARAN POOLE</p>	<p>THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • FGM • NVQ 1 and 2 Hairdressing • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery 	<p>Before coming to Pathways Taran has not worked with young people but has always wanted to do this type of work. Taran come to Pathways as a waking night staff but enjoyed spending time with the young people before they settled for bed so much that she requested to work day shift. This enabled her to spend quality time with all the YP's. Taran is really enjoying her work. Previously to Pathways Taran had worked caring for the elderly. She also has experience with hairdressing as she completed NVQ level 1 and 2.</p>
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<p>JESS BERNIP</p>	<p>THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • Level 3 • BSC honours psychology-children • FGM • NVQ 1 and 2 Hairdressing • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety 	<p>Previous to Pathways Jess worked for 12 years as a nanny. She worked with new-borns to the age of 14. She has also had experience of working at a governess level. This work included working with both Parents and children from varying backgrounds and cultures. She has been in a fully staffed home and she worked well with a team of people. She would run the home and liaise with all professionals. She has also had the experience of being the head nanny, which means Jess had to support other nanny's and help them plan their day/week.</p> <p>Jess wanted a career change but wanted to continue to work with young people which is when she come to work at Surecare. Jess started off at another one of our homes 'Sherards'. Jess progressed quickly within the home and would complete all the keyworkers responsibilities such as, communicating with professionals, BMP's, care plans, R/A and weekly reports. Jess would also attend PEP's and LAC's with the young person. Jess was given the opportunity to work across the home as she decided to become a bank worker and this suited her personal life. Jess enjoyed working at Pathways and has now decided to come back as a full time member.</p>
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<p>MIKE BLACKMAN</p>	<p>THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • QCF level 3 • GCSE maths • GCSE English • GCSE Science • Level 3 diploma music performance practitioner • Bachelors undergraduate degree - creative music and performance • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an 	<p>Before coming to Pathways I was working in a few different jobs as follows: Primark Tills operative - customer service, cash handling, operating tills, organising shop floor. Halfords bicycle servicing shift leader - servicing/PDI safety checking bicycles, customer service, cash handling, operating tills, organising shop floor, leading a team KFC - handling/preparing/storing food, customer service, cash handling, deep cleaning, operating tills. The Shark Pub bar staff-serving alcohol, customer service, deep cleaning, cash handling, operating tills The sun Inn pub - as above Nandos grills - operating grills to cook, handling food customer service, waiter, cash handling, tills operative, deep cleaning. This is when I decided I wanted to work with young people and I started at St Elizabeth's Children's home residential child care worker - Caring for children with epilepsy and complex needs, following policies and procedures in line with Ofsted and Regulations. St Elizabeth's Senior support worker- organising and leading a team to care for children with epilepsy and complex needs</p>
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<p>CONOR TEMBLETT</p>	<p>THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery • Equality & Diversity • Preventing bullying 	<p>Before starting at Pathways Conor had been completing his teacher training with Mid Essex Initial Teacher Training, which was affected by COVID, meaning he did not complete his QTS, however he did complete his PGCE with the University of Greenwich which he was doing as part of his course, with the University of Greenwich.</p> <p>Previous to his training, He had worked as a Cover Supervisor at Saffron Walden County High School, where he gained experience in working in a classroom environment and also working with secondary school aged children. Prior to this he worked for J.D. Wetherspoon at the Temeraire in Saffron Walden, which allowed him to gain experience working with people, and developing a good team-working ethic, and I was considered for a position as a team leader whilst working there, which he turned down so he could take the job as a Cover Supervisor. Whilst he was working at the Temeraire he also worked other jobs, which included Team Leader for NCS in the summer of 2019, which gave him experience working in a caring role as the health and wellbeing of the young people. As he was team leader it was Conor's responsibility and he had to monitor this constantly as two of the three weeks of the course were residential, meaning he was essentially working 24/7 as he could be called upon at any point. Conor also worked as an exam marker for Cambridge Assessment in the summer of 2019, where he developed teamworking skills and honed my critical thinking skills. Prior to working at the Temeraire, Conor worked at a different J.D Wetherspoon, the Windmill in Stansted Airport, where he developed similar skills to his time at the Temeraire. Conor enjoyed working with the young people and has decided this is the way he would like to progress.</p> <p>Conor is doing really well since joining</p>
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<p>RENJE DELOS SANTOS</p>	<p>BANK THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • QCF level 3 • Medication • Self-harm • Physical intervention • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and 	<p>Renje has worked within the Care industry for a period of 12 year and has gained invaluable skills and has a vast knowledge of working within supporting young people in residential environment and escorting and transporting young people to and from secure provisions.</p> <p>Renje has worked for SureCare for a period of 5 years working either full time or as a bank staff and has worked within several of the sister homes building positive relationships with the Young People.</p>
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<p>DONNA COOK</p>	<p>BANK THERAPUTIC PROJECT WORKER (BANK)</p>	<ul style="list-style-type: none"> • Enrolled on QCF level 3 • Medication • Self-harm • Physical intervention • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness 	<p>Donna has been with SureCare for around 3 and a half years. Donna has worked full time and as a regular Bank member of staff between several of the homes within SureCare. Donna had previously worked in the Hospitality sector and being a full time Mum before deciding on having a Career change.</p> <p>Donna has built positive and robust rapports with the young people and her colleagues, proving she has a clear understanding of her role and the SureCare Ethos, providing consistency and positive outcomes for the Young People.</p>
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<p>NICK SPENCER</p>	<p>BANK THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • QCF LEVEL 3 • Challenging Behaviour Training • Safeguarding Children Training • Physical Intervention (NFPS) Training • Fire Marshall Training • First Aid Training • CSE • Food Safety • Stress & strategies • Self-harm awareness • Protecting children from child sexual exploitation • FGM • H&S • Equality & Diversity • Professional boundaries • Attribution Training • Key working • Channel General Awareness • Therapeutic service training (Development and neurological day 1&2, Self-reflection and good practice day 1 & 2, Problem 	<p>Nick has worked for Surecare since November 2015. He has previous experience in residential services and has a vast knowledge of working and supporting young people who are looked after and accommodated by their local authority. Previous to Surecare Nick has worked in children's services since 2010.</p> <p>During his previous employment Nick obtained his QCF Level 3 award.</p> <p>Nick builds positive relationships with young people and is an effective key worker.</p>
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<p>MARK HALLEY</p>	<p>BANK THERAPUTIC PROJECT WORKER</p>	<ul style="list-style-type: none"> • QCF LEVEL 3 • 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 • Report writing, care plans targets and independence target • Personal development • Prevent duty • Mental capacity • Manual handling • Infection prevention & Control • Understand your role • Supervisory management • Safer recruitment 	<p>Mark joined SureCare in July 2016 and progressed within his role becoming a Senior Therapeutic project worker. Mark decided to take some time out in October 2019 to go travelling abroad. He returned to SureCare in April 2020 where he continues to work as a bank member of staff.</p> <p>He has previous experience in supporting young people as a support worker and escort for transporting young people to and from secure provisions and also supporting on a temporary staffing measure within care services.</p> <p>Mark has worked with young people who present challenging behaviours and those who require 1:1 and sometimes 2:1 support.</p> <p>Prior to working in care sector, mark managed a public house and was a manager of this service.</p>
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<p>ALICE TOMLIN</p>	<p>THERAPUTIC PROJECT WORKER (BANK)</p>	<ul style="list-style-type: none"> • QCF LEVEL 3 • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery • Equality & Diversity • Preventing bullying 	<p>Alice returns to Sure Care after 3 years of being away to start a family and brings back with her a wealth of knowledge and understanding of Sure Care's ethos and working practices.</p> <p>Alice worked at Thornbury House which is a part of Surecare residential for several years supporting many young people and contributing to many positive outcomes for young people and being part of many successful Ofsted Inspections.</p> <p>Alice now supports Pathways and has been for the last 2 years.</p>
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<p>ELLIE DEACON</p>	<p>WAKING NIGHT TPW</p>	<ul style="list-style-type: none"> • Enrolled on her QCF LEVEL 3 • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery • Equality & Diversity 	<p>Ellie joined the Pathways team in July 2021. She has previous experience in residential and home care, working with Adults with Learning Disabilities and 16+ semi-independence care leavers. Ellie has a gained good understanding of Local Authority and Children's services through personal and professional experiences. Ellie has gained her HEQF Level 4 in Health and Social Care and is currently also studying an Undergraduate Law Degree, she would focus on Legislation around Family Law and Child Protection. Ellie has come to Pathways after a gap in employment where she focused on raising her own family of 4 children. She has a passion for working with vulnerable people with the desire to learn more about Children's residential settings, and is keen to progress into senior/management roles.</p>
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<p>WENDY HART</p>	<p>THERAPUTIC PROJECT WORKER (BANK)</p>	<ul style="list-style-type: none"> • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery • Equality & Diversity • Preventing bullying 	<p>Wendy has spent the past 20 years working with children. She started in a school setting as a one-to-one special needs TA, then went into residential care for children run by the council, this progressed to community care for children with learning disabilities. Wendy then went into adult services, but missed working with children, the community service closed due to covid 19, so looked for other employment. She is currently doing a diploma Level 3 in adult with learning disabilities. Wendy believes all children should have the opportunity to learn , grow be valued and be happy, regardless of their backgrounds, helping in that process Wendy finds this very rewarding.</p>
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<p>VICTORIA BLOTT</p>	<p>THERAPUTIC PROJECT WORKER (BANK)</p>	<ul style="list-style-type: none"> • QCF level 3 • Physical intervention (NFPS) • County lines • Safeguarding young people. • Medication • First aid booked for September) • Fire marshal Booked for September • Fire safety • Food hygiene • Child protection • Child exploitation. • Health and Safety (Educare) • Raising awareness of modern day slavery and trafficking. • How to be an effective fire Walden • Equality and 	<p>Victoria has worked within residential care for the last 4 year and half years. It was within her previous setting that Victoria was supporting young people with a variety of learning disabilities and end of life. It was there in her last place of employment that Victoria was able to attain her level 3 NVQ.</p> <p>Victoria joined Surecare in March 2020 where she wanted to expand her knowledge and work with a different clientele of EBD needs. Although Victoria has not been within Surecare for long, she is enjoying her role and is looking forward to the possibility to progressing within her role and becoming more knowledgeable and gain more responsibility within her team.</p> <p>Due to personal reason’s Victoria has chosen to stay with surecare but as a Bank TPW.</p>
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<p>KATHY SHEARMAN</p>	<p>THERAPUTIC PROJECT WORKER (BANK)</p>	<ul style="list-style-type: none"> • FGM • The Prevent Duty • Safer Recruitment • Sexual Violence & Harassment Between YP • Dealing with Bereavement and Loss • Substance Misuse Risks • Online Safety • Mental Wellbeing in YP • Safeguarding Young People • 1st Aid Essentials • Fire Marshall • How to be an effective fire Walden • Fire safety • Food hygiene • County Lines • Child protection • Child exploitation • Health & Safety • Raising awareness of trafficking and modern slavery • Equality & Diversity • Preventing bullying 	<p>Kathy has just started with Pathways and she has chosen to be a bank worker as this suits her personal life. Kathy has mainly worked in finance but has now decided to change her career path. Kathy worked at a nursery prior to Pathways and is also a qualified Brownie leader, which she has been doing for 14 years.</p>
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All staff follow a 6-month Induction/Probationary period with regular supervision. All mandatory training is completed in Induction and continuous professional development includes regular Therapeutic training rolled out on an annual planner and facilitated at Head Office by Sure Care's Psychologist.