



Garden House



Statement of Purpose

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Fair Ways Organisational Values

As a charity we measure our wealth by making a difference, not by making a profit. By creating a culture that values every individual, we can harness and develop their potential so that they may achieve great things.

HOW DO WE PLAY OUR PART?

THESE ARE A LIST OF VALUES THAT FORM THE HEART OF THE WORK WE DO, DEFINED BY FAIR WAYS PEOPLE FOR FAIR WAYS PEOPLE. THEY ARE THE VALUES BY WHICH WE OPERATE, BY WHICH WE ARE GOVERNED, AND TO WHICH WE WILL BE HELD ACCOUNTABLE.

P PROFESSIONAL ATTITUDE

- WE DO **WHAT WE SAY WE WILL**
- WE **APPROACH CHALLENGES** WITH **OPTIMISM** AND **ENTHUSIASM**
- WE **DON'T JUDGE**, WE NOTICE
- WE PUT THE **NEEDS OF THE SERVICE** BEFORE OUR **OWN PERSONAL GAINS**

A ACCEPTING

- WE **DON'T GIVE UP** ON PEOPLE
- WE **VALUE ALL INDIVIDUALS** AND ARE **WILLING TO CHALLENGE** THEM
- WE **EMBRACE** EACH OTHER'S **DIFFERENCES AS MUCH AS OUR SIMILARITIES**
- WE **ACCEPT RESPONSIBILITY** FOR OUR **ACTIONS**

R REFLECTIVE

- WE **GIVE FEEDBACK**, WE **INVITE FEEDBACK**, WE **LISTEN** TO FEEDBACK
- WE **LOOK INWARD** BEFORE WE **LOOK OUTWARD**
- WE **LEARN** AS MUCH **FROM OUR MISTAKES** AS FROM **OUR SUCCESSES**
- WE **LISTEN** TO EACH OTHER, **LEARN** FROM EACH OTHER AND **GROW** TOGETHER

T TRANSPARENT

- WE ARE **ALWAYS** WILLING TO **EXPLAIN WHY**
- WE HAVE THE **COURAGE** TO BE OPEN AND **HONEST**
- WE **EARN TRUST** THROUGH OUR **TRANSPARENCY**
- WE LIVE BY OUR VALUES **EVEN WHEN NO-ONE IS LOOKING**

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Introduction to Garden House

Garden House aims to accommodate and care for up to 6 children and young people, both male and female between the ages of 7 to 14 with social, emotional, and or behavioural difficulties (EBD).

Garden House aims to provide medium to long term placements for children. With the goal of placing them either into foster care or returning to family if appropriate. The home is situated in the rural area of Shedfield, Wickham in Hampshire.

If you require more information about Garden house please contact us and ask to speak to the proposed Registered Manager Kevin Morrell.

Mr Morrell's qualifications include:

- BA Hons Service Sector Management
- BTEC National Business and Finance
- Diploma in Close Protective Security (SIA)
- NVQ 3 Working with Children and Young People
- NVQ 4 Managers in Residential Care
- Level 1 & Level 2 DDP Dyadic Development Psychotherapy
- BWSF Water Ski Instructor
- BCU White Water Rafting Guide
- RYA Safety Boat Drive, Day Skipper
- BILD accredited Lead Instructor STTRIIDE Behaviour Management
- TQUK Level 3 Award in Education and Training
- 15 years in Residential Care work



Kevin Morrell



Jonathan Loney

The Responsible Individual is proposed to be Jonathan Loney (Director of Residential Services, Fair Ways).

Mr Loney's qualifications and experience include:

- Diploma in Social Work
- BSc Social Work Studies
- Post Qualifying Award in Social Work with Children, their families and carers (including 'enabling others' management module)
- 2 years as Residential Support Worker prior to training as Social Worker.
- 6 years management experience in Social Care including undertaking Registered Manager role of Independent Fostering Agency and 4 years as Head of Children's Home department at Fair Ways

The home aims to be registered with Ofsted and as standard the home will run in line with the Children Home Regulations which stem from the Care Standards Act (2000) and follow the Quality Standards (2015).

Senior Registered Manager	Kevin Morrell	Kev.Morrell@fairways.co
Responsible Individual	Jonathan Loney	Jonathan.Loney@fairways.co

Community Values

EDUCATION

Every child at Garden House should be engaged in education.

THERAPY

Every child has the opportunity to take part in therapy as we believe this is a way of moving forward.

COMMUNITY INVOLVEMENT

We expect all children to be involved in the community life by actively taking part in community meetings. We actively promote wider community involvement through charity fundraising events and engaging with local hobbies and groups.

ADVENTURE AND ACTIVITIES

We would like all Children to explore their abilities, push their limits, and have fun by taking part in a range of adventures and activities provided by the home.

MUTUAL RESPECT BETWEEN ALL COMMUNITY MEMBERS

We understand that at times we go through difficult periods when our behavior may be challenging. However we will not tolerate violence towards other community members, bullying or damage to property.



Caring for Children

HOW WE SUPPORT CHILDREN AND YOUNG PEOPLE PLACED AT GARDEN HOUSE

Garden House children's home aims to be registered to provide accommodation for up to six young people aged 7 to 14 at any one time. Young people may have a range of complex needs. The length of the placement will usually be agreed prior to admission and can be anything from a short term placement to a longer-term placement.

The children who come to us may have suffered or perpetrated emotional, physical or sexual abuse and/or neglect in their childhood. They may have experienced rejection, or separation from their families and may have experienced multiple placements. Additionally they could have experienced exclusion from or may be under achieving in mainstream education, involved themselves in absconding, offending or self-harming behaviour. Some may also have underlying mental health issues, a history of substance misuse or be at risk of child sexual exploitation. Many may experience difficulties in establishing and maintaining positive relationships (with peers and adults) and be unwilling or unable to express their own feelings.

At Garden House we are seeking to provide care for children whose needs are very complex, and presenting behaviours that are often the result of the child being in crisis, or have experienced trauma.

Children placed at Garden House have a right to and must be enabled by staff to feel and be safe. They need to understand how to protect themselves, feel and be protected from significant harm.

In order to achieve this Garden House will strive to place a strong emphasis on making positive relationships with children. This generates a culture of openness and trust and also ensures that staff remain alert and are aware of any signs that might indicate a child is in any way at risk of harm. This should develop an ethos that encourages children to feel confident about themselves and be able to tell someone they trust about any concerns or worries they may have.

The placement is designed to offer the child a period of stabilisation while intensive task focused work is undertaken with them. Our focus is to promote the emotional and practical development and competence of each child, through maximising the benefits of strong and positive relationships, alongside the provision of a range of opportunities for learning.

The aim will be for Garden House to facilitate a planned move on to a foster home, other service or to return to the family home. This clear plan will be set out in their individual placement plans.

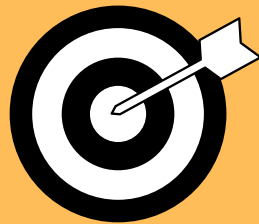


Ethos and Aims

Our work reflects the belief that every child has the right to be treated as an individual. Given this universal basis, each young person will need a programme of support and progression designed to meet their own unique needs and aspirations. This can be met within an environment that provides stability, consistency and acceptance. Many troubled children have learned strategies for survival that are actively damaging to their interests. Every child placed with us has the right to expect the adults who care for them to challenge and manage this behaviour and to help them adopt new and more appropriate ways of coping with difficulties they face.

We provide an environment that gives children opportunities to establish purposeful relationships with adults and peers. This will lead towards the development of trust. We allow opportunities for the children to develop and maintain trust with a realistic recognition that the best intentions/plans are not always realised and that some failure is inevitable.

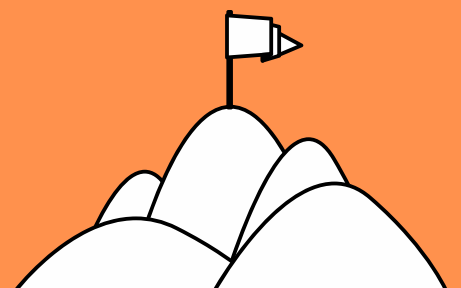
We believe that all children have the ability to grow and develop intellectually and emotionally, and to acknowledge and understand the factors in their lives that cause unhappiness. With a sensitive, caring approach, these young people have the ability to develop insight, and become able and willing to overcome these difficulties.



Activities, Fun and Achievements

All children placed within Garden House will be given the opportunity to continue any hobbies or interests they currently hold, or start new ones, and will be supported by the staff team to achieve any self-lead ambitions or goals. We will endeavour to enrol the children in local clubs in the community and promote integrating them into society in a positive way in which they can express themselves freely and without fear of reprisal. All activities are risk assessed for children to ensure they are safe during the activity and can enjoy this in a safe and protected environment.

The home will aim to establish ritual holidays and big adventure trips with a view that the children achieve nationally recognised governing body awards in some of these. This is recognised as an important opportunity for children in meeting social needs and the development of self-esteem and motivation.





Acommodation

The facilities include a large sweeping shingle driveway providing off road parking for in excess of 10 cars, with a metal lock up to one side, all at the front of the property. There is a good sized rear garden where there is a raised patio area leaving the rest of the garden mainly laid to lawn. Towards the end of the garden there is a small stream which separates of and shaded tree lined area. In addition there is an enclosed front court yard with wooden decking, stone areas with a water feature and flower beds. Inside includes a large open planned kitchen / dining room, a utility room, a lounge and a separate quiet room which will be either for play, studying or therapy sessions. There are six children's bedrooms which they will be able to individualise and three bathrooms for the children to use with toilets and showers/ baths. There is also a sound proof music room. There are two separate staff sleep in rooms with shared shower and toilet facilities, and two staff offices; one downstairs and one smaller one upstairs

Supporting Young People in Education

We believe that all young people should have the opportunity to receive education in a main stream provision and we aim to establish good relationships with four local schools. However, we also recognise that for various reasons this is not always possible.

Fair Ways has three of its own DfES registered schools plus an education centre for special needs pupils aged between 11-19 years old. All our educational packages are tailored around the needs and abilities of the individual child, with the aim of integrating them in to a large academic institution once they have relearned how to learn.
<https://www.fairways.co/education/>

For those children not meeting the age range of the Fairways provisions we have a good working relationship with Kingsgate School Fareham. This is a small special education provision which educates children from 7 to 14 years with EBD.

<https://www.kingsgateprimaryschool.org.uk/>

admin@kingsgateschool.co.uk

Within the local area to the home there are a number of mainstream primary provisions and also a secondary school providing education from the age of 7-16 years. We aim to establish positive links with the following provisions; Waltham Chase Primary school, Bishops Waltham Primary, Wickham Church of England Primary and Swanmore Primary and Secondary schools.

Staff advocate strongly on behalf of young people and assist in devising and supporting all educational plans. We will expect assistance and support from case holders to access services to meet individual needs and will participate in the formation of all young people's Personal Educational Plans (PEP) and subsequent reviews.

All staff encourage children's educational plans by full participation; progress meetings at school, close liaison with teachers, and attending school social events and extracurricular events.

Health



All children at Garden house are registered with the local G.P, dentist, and opticians as part of the admission process. Garden House staff are made aware by the placing local authority of any health care needs on admission of the child with additional support and therapeutic intervention to be accessed through local CAMHS Services and the Fair Ways Clinical Hub Team.

Signed medical consent is required from person(s) with parental responsibility and this will be required as part of the admission procedure from the outset. Garden house will also comply with the statutory requirement of the annual child looked after medical and assist in the making and supporting of any appointments.

Supporting Children's Behaviour

In practical terms, the primary objective of our staff is to ensure that all the young people in our care are safe. In the first instance, this often means challenging anti-social or self-destructive behaviour and enabling them to develop alternative ways of expressing their feelings. We will look at the behaviours leading to any anti-social or self-destructive behaviours presented and look at what has led this rather than focus on any damage that has been caused.

An extremely high standard is maintained with primary care tasks being given a high priority. This is the basis for offering a quality of life which is as close to a family environment as can be achieved, but without the added emotional pressures on a child when placed in a substitute family. We provide a safe environment within which some necessary, considered risks can be taken.

Community meetings are scheduled to take place once a week. Children are encouraged to discuss any matters that relate to the running of the home or their care. This also gives us an opportunity to hold discussions in a group context, planning activities, appointments and menus that they wish to have the following week. Key work sessions are planned in line with targets set at LAC reviews and can also be responsive to the child's current issues / behaviour. Once a month the child has the opportunity to attend a focus meeting with their keyworker and the manager or deputy. This is a meeting to review how they are doing and set targets for the coming month ahead. The children are also consulted with regards the home's business plan and development plan.

All children also have an allocated key worker with whom they can discuss any matters relating to their care or the running of the home and who is primarily responsible for them and all aspects of their care.

We aspire that all staff members at Garden House will have been trained to use the PACE (Playfulness, Acceptance, Curiosity, and Empathy) model of practice, as a form of communication, building relationships and supporting children to manage their behaviours. It is a way of being that involves creating a safe setting in which the child can begin to explore, resolve, and integrate a wide range of memories, emotions, and current experiences, that are frightening, shameful, avoided or denied. Safety is created by ensuring that this exploration occurs within an inter-subjective context characterised by nonverbal atonement, reflective dialogue, acceptance, curiosity, and empathy into the children's thoughts, feelings, experience and life. PACE is a non-judgemental model that separates individuals from their behaviours and allows exploration of emotions which are the root cause to the behaviour being presented.

We endeavour to provide a stable and consistent approach towards children in our care. Appropriate, individual expectations and behavioural boundaries are essential to facilitate a balance of care and control in any living situation. We promote the use of positive attitudes towards self-management and social responsibility through praise, encouragement and reward to reinforce this. We try to create a climate where co-operation, courtesy and consideration for others will flourish. We consider all influences – social, environmental, cultural/family – that will have affected the children in our care, behaviourally and/or emotionally. We will sensitively and appropriately work towards improving self-esteem and self-worth. Negotiation skills will be nurtured to develop their independence and understanding of social acceptance. We are committed to the principles of equal opportunities and anti-oppressive practice and adhere to our policies. Plans for the children will be followed closely, and reviewed on a regular basis.

Promoting Appropriate Behaviour

Good order and discipline are easier to maintain when a child understands the reasoning for placement. A stable, consistent framework of appropriate expectations and boundaries is essential to facilitate this.

Physical holding is NEVER used as a means of forcing compliance. The focus should be last resort.

Good order is primarily achieved by positive relationship building with children and by an atmosphere of trust and respect. Structured boundaries exist in order to provide a child with safety and security. Behaviour management plans will be created and updated in line with changes.

All staff at Garden house will have undergone 'Team-Teach' training – using positive holding techniques in the event of a physical holding situation being necessary. This is refreshed annually.

We believe that good role modelling and positive relationships between staff and children, a mutual respect and recognised good professional practice are the essential components to minimising the use of permitted consequences. Boundary setting and clear communication of what behaviour is acceptable and unacceptable with reasons why will be made clear to the young people in placement to encourage their development of self-regulation. Therefore, staff will implement strategies that are all elements of 'good parenting' and will also aid the caring and therapeutic role of staff within Garden House Children's Home.

Proactive childcare will, more often than not, avoid the need for formal permitted consequences. Unacceptable behaviour can frequently be prevented or curtailed by the use of mild or more severe verbal reprimand. In situations where repeated verbal reprimands have proved ineffective, only then can permitted consequences be employed.

The use of permitted consequences must take into account the appropriateness of the behaviour to the misdemeanour or unacceptable behaviour. The age, maturity, understanding and capability of the child must be considered.

We will ensure that all staff are aware of the measures that are acceptable, the extent of their discretion in administering them and the requirement to record their use on each occasion. Restorative conversations and post conflict discussions support children to reflect on behaviours and hopefully develop more empathy towards others and learn from experiences.



Permitted Consequences

At Garden House, we believe all behaviour is a form of communication. After any incident, we collaborate with the child to explore the communication behind the behaviour being demonstrated in an attempt to unpick the potential trigger for that behaviour. Once emotionally regulated, it is an expectation that staff, the children and possibly the community will talk through their behaviours and the possible impact their actions had upon the group. The reflective conversation allows the opportunity for enquiry, as well as commentary and questioning, and conveys a subjective sense of freedom, movement and possibility of change, without implying undue formality or unwelcome scrutiny. Until this reflective conversation to repairs harm takes place, we may use permitted consequences such as restriction of social outings and curtailment of leisure activities, if it is in the interest of safety. Share, convey and move on.

Staff are trained to implement a restorative approach to behavior. If damage is caused to property within the community, staff will use restorative practice to see how best the child can repair the damage. Often we will ask the child to support repairing the damage in some way. This in turn hopefully provides the child with a sense of ownership for their behavior and their environment.

Procedure for dealing with incidents where a child goes missing from home or education

Our role and internal policies in regard to this behaviour and managing risk, is to implement the most relevant and up-to-date Statutory Guidance on Children Who Run Away or go Missing from Care; the Runaway and missing from home and care (RMFHC) protocol as agreed with the responsible authority and ensuring best practice when sharing information, recording events and continued work to minimise risk with the young people placed with us. Each child in care has a placement plan based on a full assessment of the child's current and future needs, including potential risk to self or others. The placement plan will therefore take into account any risk that the child may go missing and any factors which may increase the risk to the child should they go missing.

Multi-agency meetings will take place to discuss any young person that exhibits this kind of behaviour. Each child will have a risk assessment, this encompassed with our work with the responsible authority will aid decision making when contacting the Police. The Police will often grade the call and determine if the young person is absent from care 'unauthorised absence' or 'missing'. This will vary for individuals placed with us; however all staff will be trained to have the relevant knowledge of the child and will be able to communicate any concerns to the police at the time of the call.

If there is any doubt regarding the safety of any child, the police will be notified immediately. Case holders and parents / carers are notified as soon as possible. A close relationship with local police and PCSO will be maintained with the sharing of relevant behaviour support plans.

Fair Ways has an internal missing person's policy that is to be followed by all staff members. The policy outlines the requirements and who needs to be contacted in the event of making a missing person's report to the police. This policy can be found within the home's policy and procedures file. It is important that plans are made for the return of a child. The placing authority are responsible for organising and implementing the 'return from missing' interview with the child.

Arrangements for dealing with complaints

Garden House recognises the importance of a child's right to comment on or complain about (in a responsible and appropriate way) any aspect of their care, including daily issues or aspects of their future plan. Also, that those representatives, relatives and other significant people who may wish to complain, have access to the same procedure.

Garden House staff will play an integral role in the procedure and will be involved in policy making, evaluation and implementation of the procedure. They will receive appropriate training on how to use the procedure effectively and have access to management support.

In order to ensure the integrity of the procedure Fair Ways will ensure:

1. That all children have private access to a member of staff if requested.
2. Those representatives, relatives and other significant people have private access to staff if requested.
3. That children have a regular opportunity to discuss aspects of their care with other resident young people.
4. That children have immediate and private access to their representatives in the case of a serious complaint.

Garden House will co-operate fully with any complaint dealt with by the placing authority. Garden house will have a complaints form that can be completed and will be responded to.



Child Protection

IT IS THE DUTY OF EACH MEMBER OF STAFF TO SAFEGUARD CHILDREN IN THEIR CARE.

Should a child disclose information of any abuse towards them, the Home Manager must be notified immediately.

We are governed by legislation and mandatory practice when responding to child protection issues under the Children Act (1989) amended (2004) setting out organisational responsibilities to safeguard and promote the welfare of children and young people across all sectors. Fair Ways will also follow the Department of Health Working Together to Safeguard Children (2015) guidance. Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- Safeguarding is everyone's responsibility - for services to be effective each professional and organisation should play their full part;
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.

Garden House will continue to maintain professional relationships with local agencies to ensure the safeguarding and wellbeing of all young people placed; this will also be outlined within the Local Safeguarding Children's Board (LSCB) with the effective sharing of information in a timely way to promote joined up working and a robust safeguarding tool.

PRIORITY - ENSURE THE SAFETY OF THE CHILD

When a disclosure takes place, the Child should be reassured but told that it will be necessary for this information to be passed on to other staff members (i.e. Home Manager, Director), and that such a conversation cannot be kept 'confidential'.

All child protection issues should be taken seriously and in no circumstances, should they, or the disclosures, be taken lightly or ignored. These issues will be investigated according to the placing authority's Child Protection Procedures.

Without exception, the case holder or their manager must be notified of the disclosure. If the disclosure occurs outside office hours, the emergency duty service of the placing authority must be notified, this information can be found within the individual young people's working files.

Fair Ways Safeguarding policies are available on request from the Manager. Useful contact numbers

Kev Morrell, Registered Manager	07394560682
Christopher Hayward, Deputy Manager	07843370448
Jonathan Loney, Responsible Individual	07823344410
Hampshire Designated Officer (LADO)	01962876364
Hampshire Children Services	01329 225379
Ofsted	0300 123 1231

Child Abuse is not always clear cut and the uncertainty about it can cause anxiety. The important messages are:

- **Do not panic**
- **Keep the child safe**
- **Share concerns with a more senior member of staff and approach the Registered individual for an initial discussion**
- **Always air on the side of caution and report concerns quickly rather than adopt a policy of wait and see. This is crucial where there are allegations against, or suspicions about, a member of staff or where there may be abuse of one child to another. Failure to report such concerns promptly can lead to suspicion of collusion or cover up.**

Prevent

Our aim is for staff to be trained in the prevention of radicalisation and are committed to actively promoting the spiritual, moral, social and cultural development of young people in line with British values. The staff are trained to spot signs of behaviour which undermine British values and have clear pathways to report any such behaviour through the channel process. We recognise the risks to children and young people around radicalisation and have developed a policy which outlines how the organisation will minimise those risks for the young people we support.

CSE

Looked after children may also be particularly vulnerable to sexual exploitation by adults in the community. The NSPCC defines sexual exploitation as being when someone grooms and controls a child for a sexual purpose. The term 'child sexual exploitation' is used to refer to a range of illegal and abusive activities that can broadly be separated into two areas:

- Sexual exploitation through street grooming
- On line sexual exploitation

Where child sexual exploitation, or the risk of it, is suspected, residential care staff must discuss the concerns with the home manager or the designated member of staff for child protection within their service. If after discussion there remain concerns, local safeguarding procedures must be triggered, including referral to local authority children's social care and to the police.

The support needs of the young person concerned, including how they will be kept safe from intimidation and future exploitation, should also be discussed with statutory agencies and a joint plan of action agreed. At Garden House we will use the CSE screening tool as part of the initial induction into the home for the children.

Bullying

Bullying is the intimidation or belittling of someone through the misuse of power or position which leaves the recipient feeling hurt, upset, vulnerable or helpless. It is often inextricably linked to harassment. Bullying can be either psychological or physical – both are equally distressing for the target.

It is not uncommon that some children, especially those in a group living situations, will attempt to use bullying tactics at some time.

The reason for bullying has no validity.

Fair Ways believes that all young people have the right to be treated with dignity and respect. We fully endorse an anti-bullying ethos to which both staff and children are committed.

We believe that children can be helped to develop better ways of behaving, provided that:

- There is a whole-hearted anti-bullying ethos which applies to both staff and young people
- Everyone knows and understands what bullying is and why bullies bully
- Everyone knows and understands that bullying is unacceptable
- Incidents of bullying are immediately dealt with
- A bully is called to account in a firm but supportive manner (a child bully is usually unhappy and has very low self-esteem)
- A bully is supported in learning more appropriate ways of interacting with other young people
- All children are encouraged and aided to be assertive
- All children are helped to identify bullying and to report it
- All children are empowered to help both the target and bully

We will be proactive in our approach towards bullying and address incidents immediately. Enabling a bully to look at their behaviour and the impact it has on others may be sufficient. However, if the behaviour does not modify sufficiently, the young person's plan will be revised – in partnership with the case holder. This may include involving external agencies and/or increasing staffing levels to maintain safety for all our young people.



Anti -discriminatory practice and children's rights

Fair Ways is committed to practices that uphold the principles of the Children Act 1989, Children Act 2004, Community Care Act 1990, Care Standards Act 2000, Disabilities Discrimination Act 1995, Sex Discrimination Act 1975/1986, Race Relations Act 1976, Human Rights Act 1998, the UN Convention on the Rights of the Child (Article 12), The National Standards for the Provision of Children's Advocacy Services 2003 and the Children's Homes Regulations including the Quality Standards (2015).

In providing support to children, we are committed to meeting their needs effectively and will actively promote their rights.

We will provide a service that promotes equality and rejects all forms of discrimination, whether direct or indirect, including those based on disability, sexuality, race, colour, sex, religion, or ethnic or social origin.

All children and their families will be treated with respect and accorded the maximum privacy, personal choice and autonomy within the overall requirements for safety.



Criteria for admission to Garden House

Fair Ways has a carefully devised admission procedure which will take into account the overall needs of the child. An impact assessment will also be completed prior to any admission to ensure children are as well matched as possible.

When a child is referred to Garden House we require a full report from professionals, detailing the child's needs and presenting behaviours. The manager and deputy manager will meet and ascertain if Garden House as a whole can provide the individualised care needed to meet the requirements of the child. The home offers planned placements when possible but can accept emergency placements in special circumstances on receipt of a fully completed referral form and all necessary LAC documentation. On receipt of all documentation and relevant information a placement will only be made if the child's needs can be met by the home and if the placement is not deemed to be detrimental to the other children. The management team aim to visit the child in their setting and them to visit the home before a place is offered. The children currently at the home will be informed if a placement is likely to happen. Children are encouraged to meet the possible new child on the visit, give them a tour and interact positively.

Admission to Garden House will be considered for children:

- With complex, social, emotional and behavioural difficulties
- Who display inappropriate sexualised behaviour
- Who display conduct disorder/challenging behaviour
- Who have mild/moderate learning difficulties or appear to have autistic traits
- Who have been excluded from mainstream education
- Who are able to live within a structured, nurturing environment and are willing to establish relationships with the adult group
- Who are able to take advantage of the living environment and treatment offered and thus facilitate progressive, gradual change in their behaviour
- Who want to come to the home and make a positive change to their lives

We are unable to accommodate:

- Any child who requires continuous psychiatric supervision
- Those currently addicted to hard drugs
- Persistent arsonists
- Children with profound physical disabilities or profound learning difficulties
- Children who pose a serious physical threat to others

Supporting children to move on

Where possible a transition period will take place when the child is leaving Garden House; this may be to a foster placement, returning home or to another placement. An individualised plan will be completed with visits to the potential move on placement. Expectations will be discussed and opportunities will be provided for the child to explore how they are feeling or share any concerns they may have prior to moving out of the home. Overnight stays would be looked at; foster carers, staff, and family would be encouraged to come to Garden House and share in the day to day living of the child that may be moving on to their care. Where possible and if required key workers will continue to work and support the young person during the transition stage of their move.

At Garden House we believe saying goodbye is an important part of a transition. We would arrange a meal out for the young person, for staff and other young people to attend to say their goodbyes. A positive ending is the aspiration of the home.

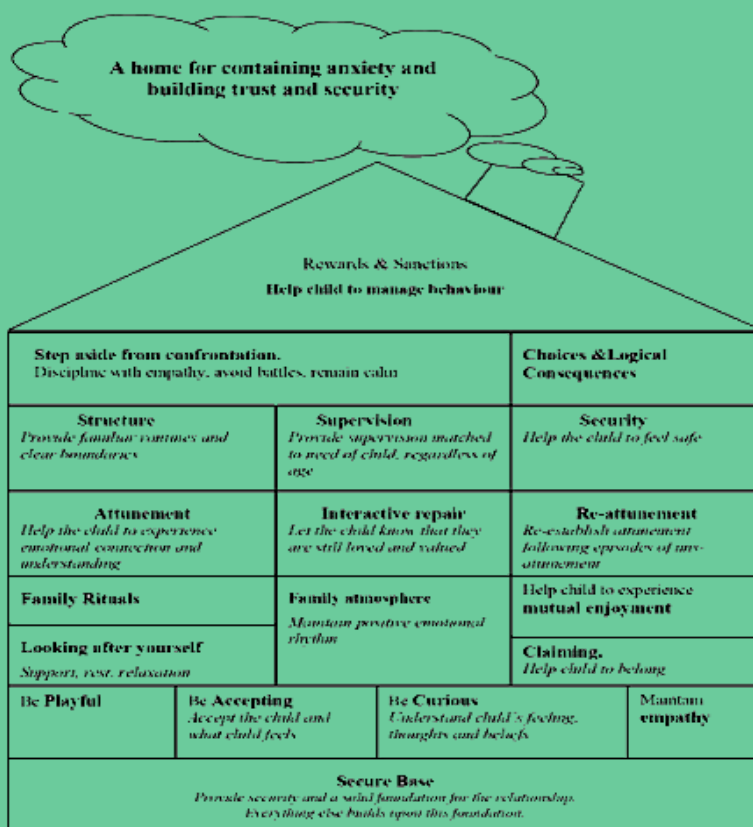


Therapeutic Statement of purpose: Fair Ways residential

Garden House will endeavour to follow Dan Hugh's and Kim Goulding's models of trauma informed care specifically The House model of parenting, PACE and Attachment. Dyadic Developmental Psychotherapy (DDP) underpins these therapeutic modalities with the senior management having already undertaken level 1 DDP training. There is also the aspiration to provide all the Garden House staff this opportunity within the first two years of the service being open.

FOSTERING ATTACHMENTS WITH CHILDREN WHO ARE LOOKED AFTER AND ADOPTED

The House Model of Parenting



© Kim Goulding, 2006



Clinical and Therapeutic Team



The (Hub) clinical and therapeutic department is based at Fort Wallington in Fareham. The Hub is a multi-disciplinary therapeutic service central to all other Fair Ways services. The Hub works with all Fair Ways services to ensure children's emotional, social and educational needs are identified through effective screening and clinical assessment. The Hub team work with other Fair Ways staff teams through supervision and training to ensure Fair Way's children and young people receive the most appropriate support and evidence based interventions to help meet their needs. The Hub will deliver specific, time limited evidence based interventions where appropriate following a comprehensive clinical assessment.

The Hub also works with local mainstream and specialist services including wider professional networks to ensure seamless pathways for care and treatment and to help identify appropriate thresholds between The Hub and Community CAMHS.

If a child presents in mental health crisis the role of The Hub is to ensure the Fair Ways staff team seek emergency treatment for the young person through the appropriate physical and mental health services. The Hub does not act as an emergency service and Fair Ways staff will be supported and educated on appropriate care pathways in the case of an emergency.

The makeup of the Hub's Clinical team can be found within their own Statement of purpose and once available via the hyperlink that will follow.

Placement planning

The overall aim of the placement planning system is to gain a comprehensive baseline assessment and plan of care over the initial twelve weeks of placement. This will allow the young person to settle better and orientate the staff to provide effective care from the moment of admission.

Three weeks prior to admission and the initial 72 days of the placement is used as an assessment and observation phase. After week 12 the placement planning system continues to provide accurate realistic and measurable placement plan targets, which are presented in such a way that least experienced staff shall be able to deliver a quality developmentally focused experience for the young person.

The elements are supported through a structure of meetings over a monthly period carried out by a highly skilled core case holding team, including qualified health, therapeutic and management representatives.

Engaging with the wider system

We make every effort to effectively engage and work with relevant persons involved in young children's care with the aim of making sure that each young person's needs are met. We seek to work with all parts of the wider system that can assist in meeting the needs of the young children throughout their stay with us.

These include: DO (LADO), Police, Local authorities PCSO's, CAMHS, YOT and schools/ education providers

Religious and Cultural Needs

Upon admission, enquiries are made into the religious background of each child. Careful consideration is given with respect to the practice of religion. If requested, arrangements are made to ensure that the child can maintain ties to his/her religious heritage, for example, by helping them connect with local religious groups, providing for special dietary or clothing needs etc.

Fire Precautions

It is the responsibility of the Manager to ensure the day to day safety of all persons residing at, employed in or in any way using the premises.

It is the responsibility of the manager to ensure that:

- The fire alarm is operational at all times.
- The necessary checks of the fire system and extinguishers are carried out.
- A record is kept of the tests.
- If a fault that cannot be rectified is found it must be reported to the service engineer immediately.
- All staff receive fire training and are made aware of their responsibilities and duties regarding the prevention of fire and understand the procedure for evacuation of the building in case of fire.
- Any equipment that is deemed as dangerous or a fire hazard is taken out of use, immediately labelled as such and is repaired or replaced.
- Maintain on a daily basis a register of visitors to the home.
- General duties and responsibilities of all staff:
 - Know the location of all fire exits and break glass points.
 - Know the location of firefighting equipment.
 - Be aware of the areas in the home that are high risk in relation to fire.
 - Keep fire doors closed at all times.
 - Keep fire exits clear.
 - Ensure that the children are supervised at all times in the kitchen.
 - Ensure the children are aware and understand the dangers of fire.
 - Report immediately any faulty equipment and take it out of use and label as such.
 - Ensure that all children are aware of the procedures in the event of a fire and take part in fire drills.

In the event of a fire:

- Evacuate everyone from the building.
- Raise the alarm by breaking the nearest break glass.
- Ring the fire brigade. Do not assume that someone else has done so.
- Check all rooms to discover the source of the fire, if not known ensure all the rooms have been vacated.
- If it is safe to do so tackle the fire with the firefighting equipment.
- Shut all doors and windows.
- Go to the fire assembly point.
- Ensure that all children, staff and visitors are accounted for.

Staffing Matters

With Garden House staff it is currently an expectation as documented in the Children's Homes Regulations 2015 – 32.4 that “an individual who works in the home in a care role has the appropriate qualification if, by the relevant date, the individual has attained the Level 3 Diploma for Residential Childcare or a qualification which the registered person considers to be equivalent to the Level 3 Diploma”. Furthermore regulation 32.4 informs that “the relevant date is in the case of an individual who starts working in a care role in a home after 1st April 2014, the date falls 2 years after the date on which the individual started working in a care role in a home or in the case of an individual who was working in a care role in a home on 1st April 2014, 1st April 2016.”

In response to the above Fair Ways have their own established and accredited training centre via City and Guilds. Trainers in the department roll out the above courses and support all employees with completion and the undertaking of direct observations to evidence practice. Staff are then able to go on and study further courses at a higher level.

The Garden House staff team is made up of a mix of both genders which is positive for the children in our care to build relationships and learn to interact and have the opportunity to relate to in this dynamic. This also reinforces anti-discrimination and enables us to work with those young people that find it problematic to relate to one or either of the sexes due to their experiences in childhood. The home runs a whole time working pattern of week on, week off with two staff teams. Staff work 6 longer days in a 14 day period and consist of one team leader, one Senior Support Workers and 2 to 3 Support Workers on each team. The two waking nights work a pattern of 4 on, 4 off. We use a number of bank staff to fill gaps such as holidays and sickness. All of these staff are overseen by Chris Hayward, Deputy Manager, Kevin Morrell, Home manager and Jonathan Loney who is the Responsible individual.



Arrangements for supervision, training and the development of employees

Supervision is used as a forum for the sharing of information of case discussion providing space and time for staff to reflect and develop their practice. There is an expectation that supervision is a two way process and each staff member should attend supervision with a thought out agenda in order for supervision with their line manager.

The purpose of supervision is to ensure that staff are properly managed, supported and developed, in order that services are delivered competently and effectively. It also ensures that standards of service delivery are maintained and developed. It assures young people and their placing authorities that Fair Ways is accountable for their staff's work practices.

Supervision is a continuous process. It takes place in a variety of settings and different arrangements fulfil different functions. The following types of supervision should support the effectiveness of individual supervision.

Group supervision is on an informal basis, providing the opportunity for the staff team to look together at practices, strategies and methods for reaching objectives with individual young people. Group supervision takes place in team meetings, on shift etc. Individual supervision (one to one) should be scheduled at least every six weeks but we will aim for one a month.

All staff will receive an annual appraisal with their line manager. This process will track their development and form their Personal and Professional Development Plan – which should be used at a point of reference within supervision sessions. A task centred approach can then be used within the work place to encourage practical development alongside the use of supervision to reflect on progress being made and any further areas of need.

New staff members follow a detailed induction process and benefit from fortnightly supervision. As part of the induction process staff are trained in core areas such as child safeguarding, first aid, fire safety, food hygiene, care of medicines, health & safety, equality and diversity and team teach which includes the safe management of physical intervention. Within the first year we aspire to enrol and provide training in areas such as Prevent, CSE, ligature/self-harm and online safety.



The Team

Deputy Manager

Chris Hayward

BA hons (2.2) Adventure education

BTEC National diploma in outdoor sports

QCF level 3 Health and Social Care Children and young people.

Level 3 diploma in leadership and management ILM

Enrolled on QCF Level 5 Health and Social Care Children and young people.

Level 1 DDP dyadic development psychotherapy

BSUPA instructor (Paddle board)

RYA Powerboat and Safety Boat Qualifications

6 years working within Residential Care homes

1 Year working with pastoral team in SEMH educational provision

Team Managers x2

Debs Hartwell

PhD Dietary management of patients at increased risk of coronary heart disease

BSC Nutrition and Food Science

BTEC Food Science

QCF level 3 Diploma Children and Young People's Workforce Development

Level 1 DDP dyadic development psychotherapy

3 years residential care experience

12 years foster care experience

ABRSM grade 5 clarinet

Dan Sawyer

BTEC National certificate in sport

Level 1 trade unions training

FA Level 1 Football coach

QCF level 3 Diploma Children and Young People's Workforce Development

ILM Level 3

Hampshire safeguarding supervision

STTRIIDE Behaviour management instructor

TQUK Level 3 education and training

5 years' experience in children's residential care.

Senior Residential Care Workers x2

Linsay Smylie

BSc Childhood Studies

BTec Children's Care, Learning and Development

BTec in Art & Design

Foundation award Makaton

10 years' experience working with children and young people –2 years of those with children in residential care

Working towards QCF level 3 Diploma Children and Young People's Workforce Development

Holly Haddow

5 years working with Adults with learning disabilities and challenging behaviour

2 years working with children in a residential setting

Level 1 DDP dyadic development psychotherapy

QCF Level 3 in Health and social care (Adults)

Working towards QCF level 3 Diploma Children and Young People's Workforce Development

Residential Care Workers x6

Valerie Nistico

Advanced Diploma in Child & Youth Work

Certificate in PMAB training (Prevention & Management of Aggressive Behaviour)

Certificate in "Responsive Residential Treatment of Aggression" training

Certificate in "SafeTalk" training (Suicide Alertness)

Certificate in First Aid & Defibrillator training

Certificate in Pet Therapy training

Certificate in DBT introductory training (Dialectical Behavioural Therapy)

Over ten years of experience working with children and teenagers.

Danelle Baker

Masters in education (social justice)

BA Hons Childhood and Youth Studies

Care Certificate

2 years as a support worker

6 months as an assistant support manager

Lauren Bailey

Edexcel level 3 diploma in children's learning and development

Edexcel level 2 certificate for children and young people's workforce

Cache level 2 certificates in understanding common childhood illnesses

Cache level 2 certificates in understanding children's mental health (awaiting certificate in post)

Paediatric first aid

Level 3 safeguarding

4 years nursery and childcare experience within a day nursery setting

Elliott Ottaway

NVQ Level 3 in Adult Social Care

Activities coordinator experience within adult social care provision

Acting deputy manager within adult social care provision

9 years' experience within Adult Social care provision.

Samantha Holmes

Previous Foster Carer

Previous Registered childminder

7 years experience working with children - residential and education

Paediatric first aid

Night Residential Care Workers x2

Kathy Brown

NVQ3 in Health and social Care

1st Aid at work Qualification

Health and Safety in the workplace

Food and Hygiene

Fire training.

Implementing duty of care

Infection control

Epilepsy awareness

Understanding behaviours

Supervision and stress management

Autism awareness

Safeguarding adults

Mental capacity training

Michelle Clark

3 years' experience working within adult social care sector

Gaining a number of in house qualifications such as

Care of medication

Manual handling

Deprivation of liberty safeguards

Equality, diversity and human rights

Emergency first aid

Infection prevention and control

Safeguarding

Mental capacity

Managing challenging behaviour

Admin

Currently Vacant

Summary of Garden House overarching aim

To provide a safe, nurturing environment in which the physical, social, intellectual, spiritual and emotional development of every young person is facilitated and differentiated according to need.

In responding to the individual needs of the young person the home will at all times operate within the framework of the Children's Act 1989, Children Act 2004, Every Child Matters, the Quality Standards (2015) and Fair Ways' own child care policies.

Every Child Matters outlined the government's vision for children's services and formed the basis of the Children Act 2004. It provides a framework for inspection so that children's services such as those provided by Fair Ways should be judged on their contribution to the outcomes considered essential to wellbeing in childhood and later life. The improvement of these outcomes for the children in our care is central to all work we do in Fair Ways.

Portchester Road children's home's operation will be evaluated on a regular basis through Fair Ways' Management via Regulation 44 visits and management schedules as detailed in Regulation 45, service purchasers and through independent inspections through Ofsted.

From the Quality Standards (2015) all aspects of the following will be reviewed:

- Engaging with the wider system to ensure each child's needs are met
- The quality and purpose of care standard
- The Children's views, wishes and feelings standard
- The Education standard
- The enjoyment and achievement standard
- The health and well-being standard
- The positive relationships standard
- The protection of children standard
- The leadership and management standard
- The care planning standard



Working Together



Daily Routine

06:30 - 08:00: Wake Up & Shower

Monday - Friday you will be given a 'wake-up call' between 06:30 - 08:00 as you will be going to school.



07:00 - 08:30: Breakfast

You will be encouraged to eat breakfast before you leave the house.



09:00 - 15:00: School



15:30 - 18:00: After School

After coming home from school, we will have a 4 o'clock tea, followed by homework, clubs and activities.



18:00 - 21:00: Dinner & Activities

You will be expected to join the rest of Garden House for dinner. A plan for the rest of your evening will then be discussed.



21:00 - 22:00: Bedtime

We ask everyone to be in their rooms and settled by 10pm.



Key Workers

Everyone that comes to Garden House is allocated a Key Worker. A Key Worker is a member of staff who takes a lot of responsibility for your care whilst you are staying with us.

Your Key Worker will make sure that all your health needs are met, including dentist, doctors and opticians.

My Key Worker is:

All the staff at Garden House are here to support you and make you feel as comfortable to approach them for help.

My IRO is:



Who else can I talk to?

Garden House is part of Fair Ways. Adults at Fair Ways are always happy to listen to you.

Fair Ways Office

Fair Ways, Fairways House, Mount Pleasant Road,
Southampton, Hampshire, SO14 0QB
Tel: 02380 230 400

Advocacy

An advocate is independent from Fair Ways and your Social Worker and can help and support you, and champion you and your views.

The Who Cares Trust

Tel: 0207 017 8901

In care or a care leaver? Looking for help and advice? Talk to 'Who Cares' in confidence.

FRANK

Tel: 0800 77 66 00

FRANK is a free service that offers advice, counselling and information on drugs and alcohol. It's totally confidential and there's lots of information on their website - talktofrank.com

V.C.C - Voice for Children in Care

Tel: 0808 800 5792

V.C.C are a small charity that support children in care. They want to ensure that all children in care feel safe and supported. They can help you to get your voice heard if you feel nobody is listening to your problems.

Website: www.voiceyp.org

Sometimes there may be a problem that you don't feel able to share with someone you know. You may want to talk to someone who is not from Fair Ways.

Childline

Tel: 0800 11 11

Childline is a free and confidential telephone service for young people, where the staff are specially trained to listen to your problems and give you advice on what to do next.

The Children's Commissioner

Tel: 0207 783 8330

The Children's Commissioner is there to ensure that you are getting the high standard of care and support that you deserve.

Independent Reviewing Officer (IRO)

Your Independent Reviewing Officer is also able to listen to you and help you say things that you may not feel able to. Your Supervising Social Worker will be happy to put you in touch with your IRO.

Ofsted

Tel: 0300 123 1231

Ofsted, Piccadilly Gate, Store Street,
Manchester, M1 2WD

Fair Ways Hub

Tel: 07394857148



My Book

I have read my book and had anything I am not sure about explained by a member of Garden House staff.

Signed:

Date:

Key Worker Signed:

Home Manager Signed:

Garden House Address

Garden House
Pricketts Hill
Shedfield
SO23 2JW

Tel: 01329 835 875