

**Manor Farm Cottage**

**Building relationships**

Providing high quality residential care for children up to the age of 18 years with Social, Emotional and Behavioural difficulties.



**Statement of Purpose**

**November 2019**

**SC066481**

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**Fair Ways 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.

1. Make a difference
2. Never give up
3. Value every individual
4. Listen to each other, develop each other, and reach our potential
5. Quality and passion in what we do

**CORE VALUES OF MANOR FARM COTTAGE**

1. **Education, Employment and Training:**

Every child at Manor Farm Cottage should be engaged in education, training or employment.

1. **Adventure and Activities:**

We would like all children at Manor Farm Cottage to explore their abilities, develop their experiences, challenge their fears, and have fun by taking part in a range of adventures and activities provided by home.

1. **Therapy:**

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

1. **Community involvement:**

We expect all children to be involved in the community life by actively taking part in community meetings and the day to day upkeep of the home. All members of the community to uphold the agreed community values and challenge appropriately where these are not being met.

1. **Mutual respect between all community members:**

We listen and we try to understand and accept each other. We understand that at times we go through difficult periods when our behaviour may be challenging, however, we will not tolerate violence towards other community members, bullying or damage to property.

***We aim for Manor Farm Cottage to be a highly nurturing environment where the staff engage with the children through play and developing positive relationships and secure attachments and helping them to develop their independence skills and preparation for moving into adult life.***

**QUALITY & PURPOSE OF CARE**

**1. Description of the homes services**

Manor Farm Cottage is an Ofsted Registered residential home offering 52 week care & assessment for up to 5 children of both genders between the ages of 6-18yrs. Registered to provide accommodation for up to five children of either gender at any one time, Manor Farm Cottage is for children who may have a range of complex needs. The home provides a structured, homely and nurturing environment for children who need clear boundaries. We believe this is the starting point to enable the children to achieve their potential.

Manor Farm Cottage is set in a beautiful rural village called Swanwick with easy access to a railway station and bus routes, making easy access to Southampton, Portsmouth and Fareham. It is approx.1 mile from the M27 so very easy for visitors to find. If you require more information about Manor Farm Cottage please contact us and ask to speak to the Manager.

The home provides close supervision for the children by the staff on duty in the home. There are many positive opportunities for the children to interact with each other and participate in larger group activities, for team sports and some social and recreational activities. Manor Farm Cottage specialises in providing help and support to children who have often experienced a fragmented education and exhibit behavioural difficulties as a result of past emotional and or physical trauma.

Often children who have experienced these difficulties find it very hard to function within a large group, yet they reject the option of a substitute family. As a five bed placement home, we can bridge that gap by providing something different – a non-institutional setting with an emphasis on individuality.

It is our belief that all children are entitled to a high standard of care and a plethora of positive childhood memories. We facilitate this by providing a physically and emotionally safe environment, which is child friendly and homely. Our environment also contains consistency, stability, structure and clear boundaries, allowing children to form a sense of who they are, confidence and self-worth, all from a safe and secure base. It is our aim to support and encourage children to achieve their full potential in all areas, and if appropriate return to live in a family setting to continue their childhood.

The length of the placement will be agreed prior to admission and will be for a period of approximately six months to over a year or respite status. 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 Manor Farm Cottage to facilitate a planned move on to a foster home, to return to the family home, or a move on to independence. This clear plan will be set out in their individual placement plans.

All placement and care plans will be tailored to meet the individual needs of the children and encourage positive progress; we work closely with each Placing Authority to achieve this. By monitoring a child’s progress closely we shall assess the future needs of the child in conjunction with the referring agency and make informed decisions on how those needs can successfully be met. An established Keyworker system is in place at Manor farm cottage which provides an allocated member of staff who becomes a primary contact for outside agencies, and is responsible for all relevant paperwork. The keyworker supports and assists the child with any issues, together with the rest of the team.

***Engaging with the wider system***

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

These include: ***LADO, Police, PCSO’s, CAMHS, and YOT.***

**2. ETHOS**

At Manor Farm Cottage we seek to provide therapeutic environment for children whose needs are very complex, often presenting behaviours that are the result of the child being in crisis, or experiencing significant trauma.

The children at Manor Farm Cottage may have experienced rejection or separation from their families, physical, emotional or sexual abuse, or had multiple placements, exclusion from or under achieving in mainstream education, involved themselves in absconding, offending or self-harming behaviour. Many may have underlying mental health issues, a history of substance misuse, 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.

Children at Manor Farm Cottage have a right to and must be enabled by staff to feel safe and be safe. They are supported to understand how to protect themselves and keep themselves safe, feel protected and safe and be protected from significant harm.

In order to achieve this Manor Farm Cottage strives to place the upmost importance on adhering to our therapeutic ethos which places a strong value 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 develops 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 home is designed to offer the child a period of stability while intensive task focused work is undertaken with them. Our focus is to support and encourage the emotional, social, and physical 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 for Manor Farm Cottage is to facilitate progression in all areas of a child or child’s life including a planned move on to a foster home, to return to the family home, or a move on to independence. This is set out in their individual placement plans.

**THERAPEUTIC MODEL**

Our practice is informed with a focus on attachment theory. The core values of the home are influenced by Dr Dan Hughes model of attachment focussed caring using PACE. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

***PLAYFULNESS***

This is about creating an atmosphere of lightness and interest when you communicate. It means learning how to use a light tone with your voice, like you might use when storytelling, rather than an irritated or lecturing tone. It’s about having fun, and expressing a sense of joy.

It is similar to parent-infant interactions when both parent and infant are delighting in being with each other and getting to know each other. Both are feeling safe and relaxed, neither feels judged nor criticised. Playful moments reassure both that their conflicts and separations are temporary and will never harm the strength of their relationship.

Having a playful stance isn’t about being funny all the time or making jokes when a child is sad. It’s about helping children be more open to and experience what is positive in their life, one step at a time.

Sometimes a troubled child has given up on the idea of having good times and doesn’t want to experience and share fun or enjoyment. Some children don’t like affection or reject hugs. A playful stance can allow closeness but without the scary parts.

When children find it hard to regulate their feelings, anger can become rage, fear, terror, despair and sadness. If this is the case, then children may also find it hard to regulate feelings of excitement, joy and love. Feeling these emotions can sometimes turns to anxiety.

Playfulness allows children to cope with positive feelings. It also gives hope. If you can help the child discover their own emerging sense of humour, this can help them to wonder a little more about life and how come they behave in the ways that they do. When children laugh and giggle, they become less defensive or withdrawn and more reflective.

A playful stance adds elements of fun and enjoyment in day-to-day life and can also diffuse a difficult or tense situation. The child is less likely to respond with anger and defensiveness when the parent has a touch of playfulness in his or her discipline. While such a response would not be appropriate at the time of major misbehaviour, when applied to minor behaviours, playfulness can help keep it all in perspective.

***ACCEPTANCE***

Unconditional acceptance is at the core of the child’s sense of safety.

Acceptance is about actively communicating to the child that you accept the wishes, feelings, thoughts, urges, motives and perceptions that are underneath the outward behaviour. It is about accepting, without judgment or evaluation, their inner life. The child’s inner life simply is; it is not right or wrong.

Accepting the child’s intentions does not imply accepting behaviour, which may be hurtful or harmful to another person or to self. The parent may be very firm in limiting behaviour while at the same time accepting the motives for the behaviour.

One hopes that the child learns that while behaviour may be criticised and limited, this is not the same as criticising the child’s self. The child then becomes more confident that conflict and discipline involves behaviour, not the relationship with parents nor her self-worth.

Curiosity is the foundation of acceptance of whatever underlies the behaviour. Making sense of how the child has learnt to behave in certain ways can help with acceptance.

***CURIOSITY***

Curiosity, without judgment, is how we help children become aware of their inner life, reflect upon the reasons for their behaviour, and then communicate it to their parents or therapist. Curiosity is wondering about the meaning behind the behaviour for the child. Curiosity lets the child know that the adults understand.

Children often know that their behaviour was not appropriate. They often do not know why they did it or are reluctant to tell adults why.

With curiosity the adults are conveying their intention to simply understand why and to help the child with understanding. The adult’s intentions are to truly understand and help the child, not to lecture or convey that the child’s inner life is wrong in some way.

Curiosity involves a quiet, accepting tone that conveys a simple desire to understand the child: “What do you think was going on? What do you think that was about?” or “I wonder what…?”

You say this without anticipating an answer or response from a child. This is different from asking the child, “Why did you do that?” with the expectation of a reply.

It is not interpretation or fact gathering. It’s just about getting to know the child and letting them know that.

Curiosity must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when the child makes a mistake. A light curious tone and stance can get through to a child in a way that anger cannot. You might make guesses about what a child may be thinking and feeling, saying this aloud, and keeping it connected to the present. It can be about having a conversation, almost with yourself, with the child in the room, without anticipating a response.

If an adult can stay curious about why their child is behaving as they are, the child and adult are less likely to feel cross or frustrated. As curiosity is non-judgmental, this can help the child to be open to how they, and other children, are thinking and feeling. Curiosity lets the child stay open and engaged in conversations.

Children then start to reflect upon their own inner life with their parent and therapist and start to understand themselves. As the understanding deepens, the child can discover that their behaviour does not reflect something bad inside them, but rather a thought, feeling, perception, or motive that was stressful, frightening, or confusing and could only be expressed through their behaviour.

As the child communicates this to the adults, the need for the behaviour may reduce, and with that the behaviour itself. The child’s feelings about the behaviour may change, with less defensiveness and shame but more guilt, leading to less of the behaviour.

***EMPATHY***

Empathy lets the child feel the adult’s compassion for them. Being empathic means the adult actively showing the child that the child’s inner life is important to the adult and he or she wants to be with the child in their hard times.

With empathy, when the child is sad or in distress the adult is feeling the sadness and distress with them and lets the child know that.

The adult is demonstrating that he or she knows how difficult an experience is for the child. The adult is telling the child that they will not have to deal with the distress alone. The adult will stay with the child emotionally, providing comfort and support, and will not abandon them when they need the adult the most.

The adult is also communicating strength, love and commitment, with confidence that sharing the child’s distress will not be too much. Together they will get through it.

The role of the adults in the community is the key to the healing process. As well as meeting the young child’s basic needs, they satisfy their emotional need to feel seen, heard, safe, valued, respected, supported, empathised with and cared about. They provide positive role modelling, clear and consistent boundaries and role model appropriate behaviour. The children begin to recognise that adults can be reliable and there for them. These relationships enable the children to develop appropriate attachments based on trust, safety and respect.

Our home is not isolated from the rest of the community. Our ethos is to integrate our children into society as much as possible as part of their living-learning experience. All our children attend either our own school or local mainstream or special schools, with which we have close working relationships. We encourage them to cultivate appropriate friendships. We also encourage them to develop interests and hobbies and to take part in activities in the community which help build their sense of self and self-esteem, such as performing arts clubs and sports teams. When planning activities for our children we always balance the possible risks with the benefits of independence.

All the approaches we use at Manor Farm Cottage – including therapeutic interventions and behaviour support are child-centred and consistent with attachment theory.

***Community meetings***

Community meetings are held regularly (several times a week) and are used to consult the children about the operation of the home, to address current issues within the home e.g. peer dynamics, plans for activities and behavioural issues which are impacting on other members of the community. These give the children the opportunity to find their own voice, share their views and feelings, challenge their peers and adult members of the community, to develop empathy and to contribute to the development of the home.

***Key Work System***

Each child is allocated a named Key Worker. This worker seeks to develop and sustain a meaningful positive relationship with the child based on trust, consistency and resilience. The Keyworker monitors issues arising in all aspects of the child’s life - emotional, behavioural, social, and educational and health. They report to the Team Leader and the child’s Social Worker and take any necessary action required. The keyworker also manages the child’s records, contributes to Placement Plans, Risk Assessments, and Individual Behaviour Support Plans. They compile Weekly Progress Reports for the Social Worker family and also provide reports for review and planning meetings. They undertake individual work with their key child which is planned, supervised and monitored by their line manager. They also compile a Weekly Plan of how the child is to spend their time and what is to be achieved by these activities.

***Recreation and Community Activity***

Manor Farm Cottage offers a wide range of activities on and off site. Staff plan recreational activities with children as part of daily living. Weekly community meetings allow children to discuss their preferences and feed them into a weekly plan of activities. Activities need to be carefully planned to balance realistic activities and leisure pursuits in line with those a child would normally receive in a family or foster care environment.

**3. ADMISSION CRITERIA**

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

The admission of a new resident, whether planned or unplanned is a difficult time and we aim to make any transition as smooth as possible. During the referral process consideration will be given to how the children would adapt to the new environment, placing emphasis on how the home can meet the needs of the child, without there being too much impact on the existing group of children.

**We support children between the ages of 6 and 17 who:**

* Require a residential alternative to a family placement
* Have suffered multiple placement breakdowns
* Have Social, Emotional & Mental Health difficulties and complex needs
* Suffer from attachment difficulties
* Present challenging behaviour
* May have had police involvement
* Have been neglected or abused
* Have suffered trauma and loss
* Present sexualised behaviour
* Have ADHD
* Are in mainstream or special education
* Have mild to moderate learning difficulties
* Need to develop identity and self-esteem
* Need to learn social and interpersonal skills
* Have some ASD traits

**Placements cannot be considered for:**

* Current hard drug users
* Fire starters
* Persistent absconders
* Children who require continuous psychiatric supervision
* Children who pose a serious physical threat to themselves or others
* Children who have profound learning disabilities or physical disabilities

Admission of any child in a planned or emergency manner would be subject to ***receipt of the relevant paperwork and the arrangement of a planning meeting, either on admission or within 7 days of the placement commencing. (72 hours for emergency admissions).***

Social Workers or placements officers are welcome to call our **referral line on 07808351142** or **Bret Noades** directly on **07763 876837**

**4. FACILITIES AND SERVICES**

Manor Farm Cottage is a substantial detached house which comprises of 5 good sized bedrooms and a staff bedroom on the first floor with 2 bathrooms and toilets, a large living area and a sensory room. Downstairs there is a living room with a TV, pool table and internet access, kitchen, dining room, Laundry room, staff office, manager’s office and separate annexe which can be used for professionals meetings.

Each child is encouraged and able to decorate their bedrooms to their own taste to promote individuality. Each child’s bedroom is fitted with TV, draws and wardrobes. There is space in each room for children to be able to study as well as relax.

There is a substantial contained garden which children have access to.

We have vehicle to transport staff and the children to the various educational and recreational activities offered.

We endeavour to integrate all children into the wider community through activities and clubs, as well as using the local library. This aids the sense of belonging required to give a child the opportunity to heal. The location also allows us to enjoy country walks, bike rides, days out at the beach and other adventurous outdoor pursuits. These activities are used by staff as an informal medium in which to engage children and help develop self-esteem, self-confidence, trust, teamwork and positive self-image with the aim of promoting all round personal growth.

Fortnightly staff meetings and regular handovers provide opportunities for staff to discuss each child’s progress and health needs, together with the wider issues of care. Monthly Keyworker focus meetings are held between the keyworker, child and a member of the senior management team to ensure practice is child focussed and individual to each child. A weekly update is sent to each social worker regarding the child’s progress during the week. We also offer social workers access to their child’s electronic files; the system we use at Manor farm Cottage is Clear care.

**Independent skills**

We support the children to develop independent skills to equip them further for when they leave Manor Farm Cottage into fostering, semi supported housing and into adulthood. They will through the programme learn how to cook, budget, shop independently, health and safety around the home and much more. They will also through this programme at an agreed time with the social worker, have use of a mobile phone. By the time they leave they will feel empowered and not so apprehensive of the responsibilities that will soon be solely theirs. They will have free time, use public transport and learn to manage their own appointments. They will be supported through the whole process so that they feel safe whilst doing so whilst they develop independence at the same time.

**Leaving Manor Farm cottage**

Manor Farm Cottage works to prepare the child for the next transition in their lives which could be to foster care, post 16 or returning home. We will liaise with social worker and family to ensure all plans are in place and that it will be as smooth running as possible. Any visits will be facilitated by Manor Farm Cottage in an attempt to make it as successful and pleasant as possible against any fears that they may have.

Overnight stays would be looked at, foster carers, staff, and family would be encouraged to come to Manor Farm Cottage and share in the day to day living of the child. Where possible and if needed key workers would continue to work and support the child during the transition stage of their move.

We consider saying goodbye as an important part of a transition. As such we arrange to celebrate this progression with the child, staff, other children and significant individuals in the child and child’s life to date and future.

We encourage all children to stay in touch should they need any form of support or just to let us know how they are doing. This assists in tracking success and access still to a secure and safe base for the child should it be needed.

**Placement plan**

Manor Farm Cottage provides a robust placement plan which includes the care plan requirements from the local authority. The keyworker will work with the child in developing a programme that they have contributed to and commented on. This plan will always be current to the development of moving them forward in the right direction. All staff will work in line with this plan to meet the needs required by initial placement. The plan will change as progress changes or strategies need to be devised to effect continued progression of outcomes.

**5. LOCATION**

Manor Farm is situated in Swanwick which is a village in Hampshire, east of the River Hamble and north of the M27 motorway. It is within walking distance of Whiteley Shopping Centre and the smaller Locks Heath Centre.

Swanwick has much to offer those that enjoy sports of all kinds. Fareham, Gosport, Portsmouth and Southampton are local towns which offer a wide selection of shops, leisure activities and social events. There are several parks, skate parks, basketball courts, tennis courts, outdoor gyms, Judo clubs, local libraries, Cinemas and Outdoor activity centres within 30 minutes travel time.

We carry out an annual location risk assessment in consultation with the local police, LADO office and other local organisations to assess the safety of the home.

**6. CULTURAL, LINGUISTIC AND RELIGIOUS NEEDS OF CHILDREN**

Manor Farm Cottage welcomes children from all cultural backgrounds and supports them in holding and maintaining any religious beliefs and carrying out any spiritual practices they want to. The wishes of the children’s family in respect of their cultural/religious needs are, of course, taken into consideration. The home holds the view that discrimination is unacceptable and everyone is expected to actively demonstrate tolerance, understanding and empathy with every individual. It is the policy of the home to ensure that each child receives care in an environment of anti-discriminatory, anti-oppressive practice, therefore care staff are expected to recognise “differences” and actively support a child’s cultural, ethnic, linguistic and religious needs as part of individual care.

Children can attend any appropriate religious service with staff support at established churches, mosques, temples etc., within the community, but are not obligated to do so. If required we are able to support a child attending a place of worship of their choice within the local community. Staff will respect the child’s right to having a lack of faith.

**7. COMPLAINTS**

If a complaint is made against Manor Farm Cottage, the work within Manor Farm Cottage or one of its employees, the complaint is taken seriously, the correct procedures followed, a thorough investigation carried out and an equitable outcome achieved.

On admission, children, their family and placing authority will be provided with information on how to complain, which will include a copy of the home’s complaints procedure.

**Complaints from parents**

Complaints from parents will be recorded and addressed by the Manager of the home. If the Manager is unable to resolve the complaint, then Senior Management will be asked to try to arrive at a satisfactory outcome for all.

Failing this, the complaint will go to an independent person with no line management responsibilities who, if unable to resolve the matter in a satisfactory manner, may refer the complaint to OFSTED.

**Complaints from children**

Firstly the complaint is listened to and recorded. The child will also be asked to write down their complaint, with help provided by an appropriate person if it is needed. If the staff on duty cannot deal with the complaint, then it will be taken to the home’s Manager or a member of the management team.

The Social Worker and parents will also be informed if it is felt relevant. If the complaint is still not resolved, then Senior Management will be asked to try to resolve the issue. Failing this, the complaint will be passed to an independent person with no line management responsibilities who in turn may pass it onto OFSTED if a satisfactory outcome has not been reached.

Any complaint will be addressed seriously and without delay. A complaint will be fully responded to within a maximum of 28 days and children, parents and the placing authority kept informed of the progress.

N.B. Complaints by any party can be referred directly to OFSTED at any time. Their main office address is Piccadilly Gate, Store Street, Manchester M2 7LA. Telephone: 0300 123 1231.

***Full details can be found in our Complaints Policy which is available on request***.

**8. SAFEGUARDING POLICY**

Manor Farm Cottage is committed to the principle that the welfare of the child is paramount (Children Act 1989). Any suspicion or allegation that a child has been abused while in Fairway’s care will be dealt with in accordance with this principle. This means that the company will seek to work with placing authorities and investigating authorities collaboratively and swiftly to progress investigations. At Manor Farm Cottage, the ‘***Designated Person***’ with lead responsibility for child protection is Bret Noades.

Any member of staff under suspicion of having abused a child will be immediately suspended while investigations are carried out.

Residential Care Workers who are told of allegations of child abuse or have reason to suspect that abuse has taken place must report details immediately to the home’s designated person. In the absence of the designated person, concerns must be reported straight away to a line manager (Team Leader), Deputy Manager, or to the Residential Director. There must be no delay in reporting caused by the unavailability of the designated person.

Telephone numbers:

**Bret Noades, Registered Manager 07763876837**

**Pawel Skraba, Deputy Manager 07849894753**

**Jonathan Loney , Residential Director 07823344410**

**Hampshire LADO 01962 876364**

**Hampshire Childs Services 01329 225379**

**Ofsted 0300 1231231**

All matters relating to child protection issues or concerns must be reported as soon as possible to the Registered Manager who will escalate to the relevant people.

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

* Do not panic
* Share concerns with a more senior member of staff and approach the Registered Manager for an initial discussion
* Always err 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.

***Further details can be found in our Safeguarding Policy which is available on request***.

**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, attempt to use bullying tactics at some time. Research suggests that children from dysfunctional or abusive home environments are more prone to becoming either a target or a bully.

Regardless of the reason bullying has no validity at Manor Farm Cottage. We are proactive in our approach towards bullying and address incidents immediately.

*“Objectives should extend to the fundamental right of any child to dignity and protection from harm”* Caring for Children Away from Home – DOH

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 children
* 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 bully is supported in learning more appropriate ways of interacting with other children
* 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

Incidents of bullying are dealt with in a variety of ways, depending on the circumstances of the case and the characters involved. Where the children concerned have previously had a good relationship, or where there isn’t a long history of bullying behaviour, the “no blame” approach may be used. In other cases, both the bully and target are worked with individually and in the group setting. The dynamics of the situation are analysed, and an understanding is reached as to what factors are contributing to the problem. Work on building the self-esteem of both victim and bully may be undertaken. Adults may more closely supervise both parties. The target may be taught strategies for dealing with the situation, helped to be more assertive, or his/her awareness raised about collusion or taking on the victim role.

Using similar strategies, the ‘bully’ may be taught different ways of dealing with his anger or frustration and helped to develop empathy. A behaviour contract may be drawn up to help the perpetrator change his/her behaviour, with rewards for improvement and appropriate consequences for continued bullying. Both individuals may be brought together to discuss the situation, the way forward and progress made.

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 care 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 children.

We are committed to resolving and preventing all forms of bullying and believe that this is achievable without termination of the placement. Only in extreme cases would we consider placement termination and when all other prevention and management options have been unsuccessfully explored.

Fair Ways believes that all children 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.

**Missing Child:**

It is explained to all children on admission, in language appropriate to their age and ability, that if they are away from Manor Farm cottage without permission the adults will be worried as to their whereabouts and safety and will have to take action to locate them and return them home. Manor Farm Cottage have an agreed Missing Person’s protocol with the local police and each child will have their own risk assessment for being absent from the home without leave.

The procedures when a child goes missing are as follows:

* The house and grounds are first thoroughly checked.
* The local area is searched after five minutes.
* Within 30 minutes (depending on the individual risk assessment) the Police are contacted to report the child missing or unauthorised absence. A full description of the child and the clothes they were wearing is given and the photo from their file used.
* The Registered manager or on call manager is informed as are the other local homes.
* The child’s local authority is informed.
* All Information is recorded in the Absconding report, including times. When any new information is gained the relevant children e.g. police, family, local authority and On-Call are informed.
* The child is responded to positively on their return and food and drink offered. A debrief with the YP is held as soon as is appropriate.
* All relevant parties are informed. A return interview is to be requested from the Local Authority.

**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 – dependent on wishes (some parents choose not to be informed during the night).

It is important that plans are made for the return of a child. Staff numbers and planning should reflect the need to engage and support the child who may return in a negative frame of mind. Staff should always discuss the reasons for the non-return, the child’s whereabouts and who they were with at an appropriate time following their return; this is all completed on a return interview with the child.

**VIEWS, WISHES & FEELINGS**

1. **CONSULTATION WITH THE CHILDREN**

Children’s opinions, and those of their parents or other significant family members, Social Workers, Independent Reviewing Officers or others significant to the child, are sought over key decisions that are likely to affect their daily life and their future. Feedback forms are sent to Social Workers and IROs with the LAC review Reports and to parents at regular intervals.

Children’s views may be explored in key work sessions, or in regular community meetings. The views of parents or significant others may be gathered during visits, by phone or by letter. All opinions expressed are promptly recorded and feedback given. We take the views of children, parents and placing authorities into account in the development and planning of changes in the operation of the home. Staff play an important role in these meetings, including supporting the child and enabling a clear understanding to be reached about the child’s views, wishes, feelings, and expectations for their future.

1. **ANTI-DISCRIMINATORY PRACTICES**

Manor Farm Cottage appreciates the specific needs of minority groups and pro-actively and positively works towards maintaining high standards in meeting these needs.

Positive adult role models are considered of the utmost importance in demonstrating kindness, respect and fairness. Children/children are encouraged by this example to address any aspect of discrimination within the home. Manor Farm Cottage is a place which promotes and values diversity and equal opportunities.

We provide a home that does not tolerate any form of discrimination, whether direct or indirect, including those based on disability, sexuality, race, colour, sex, religion, or ethnic or social orientation

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

Manor Farm Cottage is committed to promoting and protecting children’s rights and we endorse and uphold the UN Convention on Children’s Rights. In providing support to children and children, we are committed to meeting their needs effectively and actively promote their rights.

**EDUCATION**

Whilst we believe that all children should have the opportunity to receive education in a main stream provision, we also recognise that for various reasons this is not always possible. For these children we can provide alternative provision.

Children are encouraged to realise the importance of education and understand the implications in later life if they enter independence with no qualifications. Children can be educated at Manor Farm Cottage whilst they are awaiting the transition into an appropriate education provision. Manor Farm Cottage supports those who are entering higher education such as college and will provide transport to and from the educational centre giving them opportunities to achieve their aspirations. Manor Farm Cottage may be able to provide transport to external education provisions.

Fair Ways has its own Ofsted registered school and a referral can be put forward if required and appropriate. The organisation also has its own ASD School in Totton and a Post 16 Education and Training facility in Wallington, Fareham. All our educational packages are tailored around the needs and abilities of the individual child. Staff members advocate strongly on behalf of children and assist in devising and supporting all educational plans.

At Manor Farm Cottage children have a specified time and area within the home in which to carry out homework with support available from the staff team.

The staff at Manor Farm Cottage work in partnership with the education staff and Local Authorities to support children with Special Educational needs as identified through their Education Health Care Plans that has replaced SEN, IEP’s, PEP meetings and LAC Reviews.

**ENJOYING & ACHIEVING**

**1. RECREATIONAL, SPORTING AND CULTURAL ACTIVITIES**

Manor Farm Cottage offers a wide range of activities on and off site. Staff plan recreational activities with children as part of daily living. Weekly community meetings allow children to discuss their preferences and feed them into a weekly plan of activities. Activities need to be carefully planned to balance realistic activities and leisure pursuits in line with those a child would normally receive in a family or foster care environment.

The children are actively encouraged to make use of all the facilities available locally and to develop hobbies and interests. Opportunities include:

* Scouts
* Youth Clubs
* Performing Arts
* Skate-boarding
* Swimming
* Street Dance
* Judo
* Bowling
* Horse-riding
* Football and Rugby
* Ice-skating
* Army and Air Cadets
* Library

It is important for the adults to be aware that children in care can easily become isolated from the local community. Key-workers actively encourage community involvement for children if they are emotionally able to cope with the activities offered within the locality. Key-workers investigate and develop links with all potential activity providers within the community setting, i.e. Scouts, dance classes and swimming club.

**HEALTH**

**1. HEALTH PROMOTION**

Arrangements are made to ensure that each child resident at Manor Farm Cottage is registered with a local GP. They will receive an annual LAC Health Assessment, optical and dental treatment related to their individual needs and that they live in a healthy environment where good health is promoted.

Staff monitor any changes in the state of the child’s health and arrange appropriate care or treatment after, obtaining if appropriate the child's consent, most medical problems are dealt with by our local G.Ps who keep full medical records of all our children. Every effort is made to ensure that past records are made available. They also perform medical examinations on admittance, periodically (as per regulations) throughout their stay and on departure. All children may choose whether or not they are accompanied by a member of staff to see their doctor, optician, dentist or nurse and where practicable, may see a doctor of either gender if they prefer. Staff encourage children to maintain good personal hygiene at all times and are encouraged to bathe or shower daily and wash their hair regularly.

Medication and other treatments are not given without the child’s consent or/and the consent of those with parental responsibility. All medicines are kept in a locked room and locked in the medical cabinet; prescribed drugs are to be given in accordance with the instructions provided. A designated staff member on duty is responsible for ensuring that an accurate record is kept in the medication folder. All drugs are double signed for, as per the protocol issued by The Royal Pharmaceutical Society of Great Britain.

All children with any type of special medical needs are encouraged to attend specialist clinics e.g. ADHD, asthma, hearing etc. in order to promote positive health care.

A written record is kept of all doctor, optician or dental appointments with any treatment, prescribed medicines and any follow-up advice documented – which in turn could become part of the child’s Placement Plan.

The staff team has an important role in the health education of the children resident at Manor Farm Cottage. The Key Worker provides the child with guidance, advice and support appropriate to their age, needs, culture and wishes in relation to health issues. These may include alcohol and substance misuse, smoking, sex education, HIV infection, hepatitis and STDs. They are also taught about the benefits to health of good nutrition and diet, adequate exercise and rest, and personal hygiene. They are discouraged from smoking and alcohol/substance misuse.

The children are encouraged to contribute to the weekly menu planner, to make healthy eating choices and to try a variety of foodstuffs from all over the world. The menus are varied, child-friendly, tasty and nutritious.

**2. 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 are be supported and educated on appropriate care pathways in the case of an emergency.

***The Hubs own Statement of Purpose and the makeup of the Clinical team can provided on request.***

**POSITIVE RELATIONSHIPS**

1. **CONTACT BETWEEN A CHILD, PARENTS, RELATIVES AND FRIENDS**

Contact between a child and their family is seen as an important factor in a child's residential experience and is actively encouraged and welcomed, unless directions from the placing authority / Court dictate otherwise.

All the children at Manor Farm Cottage are supported in maintaining constructive contact with their families, friends and other people who play a significant role in their lives.

Prior to admission contact arrangements are discussed, along with any restrictions to contact, and made clear to all parties concerned. Written guidance for staff is provided on the rights of children, parents and others to maintain contact, whether the contact needs to be supervised, and when and how to encourage parents and other significant children to take part in activities with the child in the home, at school or in the community.

If arranged in advance, Manor Farm Cottage staff can supervise contacts, although there is limited availability for this service.

All contact sessions are recorded, whether or not supervised.

Manor Farm Cottage makes use of local resources so that the contact can be as private and individual as possible.

If a contact is to take place away from the family home, then transport arrangements are made and agreed with the local authority in advance.

Telephone contact can be made with the children after school times and before bed times; children can also have the use of the telephone at the home to call friends, relatives or family.

**PROTECTION OF CHILDREN**

**ELECTRONIC OR MECHANICAL SURVEILLANCE**

Manor Farm Cottage employ minimal electronic surveillance in the home. The two methods the home utilises are:

1. Electronic door sensors on each external door and each child’s bedroom. The sensors on these activate a pager that the staff have on their person to notify them a door has been opened. These are principally for use at night time to ensure staff are monitor movements of children throughout the night and keep them safe. All children and placing authorities are made aware of the sensors prior to admission.

Night care is provided through a waking support worker and a member of the Manor Farm Cottage team who also sleep-in to provide additional security for children/children throughout the night**.**

1. The key logger attached to the child’s computer. This is to ensure that children do not place themselves at risk and allow staff to sample what has been viewed or written should we have any concerns for their wellbeing. All children at admission will go through an internet usage and safety document. It explains about the key logger and they are required to sign prior to say they understand its use to using the computer.

**SUPPORTING CHILDREN’S BEHAVIOUR**

***APPROPRIATE BEHAVIOUR, AND PHYSICAL INTERVENTION***

It is accepted that consistent guidelines and controls form an integral part of a child's development. As a child develops they gradually internalise these controls and reduce the need for external reinforcement.

Staff are expected to help and support children to manage and control their own behaviour. The need for sanctions is reduced by clearly setting boundaries of acceptable behaviour and achieving high levels of supervision and consistent care practice. High standards of behaviour should always be encouraged as a normal part of day to day living. Rewards also form an important part of our behaviour support and are designed to encourage good behaviour in the short and long term. By far the most effective tool the home uses to maintain discipline is the creative use of rewards. The home is very quick to recognise, reward and celebrate when children are managing their behaviour appropriately.

Sanctions will only be used sparingly and after all other alternatives have been considered. If the need is felt to impose a sanction, the child will be informed and the matter discussed with the Team Leader before deciding an appropriate sanction. Consideration will be given to the child's emotional state, understanding of their transgression and the effect that imposing a sanction will have on future relationships.

Reasons for sanctions:

* Criminal damage such as damage to windows, furniture and decoration of the home.
* Damage caused outside the home.
* An assault on an individual.
* If a child refuses to go to bed or disrupts other children when trying to sleep.
* Constant disruptive behaviour within the home or school.

The ethos of the home is that control should be based upon good personal professional relationships between staff and residents. Any guidelines suggested are not intended to cover every eventuality.

***Further details can be found in our Behaviour support Policy which is available on request***.

**STAFF TRAINING & COMPETENCE**

Care workers are trained and assessed in TEAM TEACH. This process involves a two day course within the workers probation period. Care workers go through a continual assessment process throughout the two days - this involves monitoring the individual's attitude and skill set in de-escalation and prevention of the use of physical intervention.

Each breakaway and restrictive physical intervention is taught and assessed on an individual basis. Each worker is assessed as competent or not competent in each technique. If a worker is judged as not competent in a certain technique, a development plan is put in place and monitored by the Home Manager and the local TEAM TEACH trainer to ensure the individual receives the necessary support to develop and reach a level of competence.

As part of Fairways induction and probation period, a care worker must successfully be judged as competent in all elements of the assessment process. All workers attend Annual refresher courses in TEAM TEACH to ensure continual development and assessment.

The principles relating to the use of Physical Intervention may be summarised as follows:

* Staff should have grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself or others.
* Staff should take steps in advance to avoid the need for Physical Intervention, e.g. through dialogue and diversion and the child should be warned orally that Physical Intervention will be used unless she desists.
* Only the minimum force necessary to prevent injury or damage should be applied.
* Every effort should be made to secure the presence of other staff before applying Physical Intervention. These staff can act as assistants and witnesses.
* As soon as it is safe, Physical Intervention should be gradually relaxed to allow the child to regain self-control.
* Physical Intervention should be an act of care and support, not punishment.

Appropriate notes should be recorded in relation to all Physical Intervention incidents and the incident communicated to management as well as other relevant members of staff. A record of the Physical Intervention must be recorded in the child's file on Clearcare.

After a suitable period of time the child's key worker should seek privacy with the child to discuss the incident and explore possible ways of this being avoided in the future. A record of any Physical Intervention occurring is sent to the child's social worker weekly.

**MONITORING OF BEHAVIOUR AND INCIDENTS**

The Registered Manager & Deputy Manager monitor all incidents of behaviour support, discipline and restraint to identifying trends and patterns that will assist with improving practice. The information from the analysis helps to inform our care planning, risk assessing and individual behaviour support plans.

**LEADERSHIP AND MANAGEMENT**

**1. THE REGISTERED PROVIDER, MANAGER AND THEIR QUALIFICATIONS**

Manor Farm Cottage is owned by Fairways Care ltd, a subsidiary of the charity Fair Ways Foundation.

**Head Office Address**

Fair Ways

Mount Pleasant Road

Southampton

SO14 0QB

Tel: 02380 230400

hello@fairways.co

**Responsible Individual Jonathan Loney Jonathan.Loney@fairways.co**

**Registered Manager Bret Noades Bret.Noades@fairways.co**

**2. HOME STRUCTURE, STAFFING, EXPERIENCE AND QUALIFICATIONS**

We believe that stability and consistency are an important factor in the lives of our children and this is reflected in our shift pattern. Our shift pattern is a system where by staff work 2 days on duty, followed by 4 days off, which avoids the daily changeover of staff that can be unsettling and disrupt continuity, one of the things we are looking to maintain. This shift pattern does allow staff to create a more natural environment for the children, and gives staff the satisfaction of being able to provide support for the children from dawn to dusk.

**REGISTERED MANAGER**

Bret Noades *15 Years Residential Experience, NVQ3 in Health and Social Care, NVQ4 in Health and Social Care, NVQ4 Leadership & Management in Care Award, Lioncare Diploma in Therapeutic Child Care & Education, 10 Day PRICE Instructor Course, DDP level 1, PACE, TQUK Level 3 Award in Education and Teaching, ILM level 7 in Leadership & Management.*

*Created & developed a BILD Accredited behaviour support training program & lead Behaviour Support Instructor for the company.*

*8 Consecutive Ofsted ‘Outstanding’ grading’s over a variety of different settings.*

**DEPUTY MANAGER**

Pawel Skraba *15 years residential experience, MSc degree in Psychology, QCF Level 3 in*

*Children and young people, QCF Level 5 Diploma in Leadership and Management for Residential Childcare, ILM Level 3, DDP Level 1, Theraplay Level 1*

**ADMINISTRATOR**

Lesley Taylor *L2 Certificate in IT User skills*

*L2 Certificate in Lean Organisation Management Techniques*

*L2 Certificate in Business & Administration*

*L2 Certificate in the Prevention & Control of Infection in a Healthcare Setting*

*National Open College Network - Personal Growth & Counselling Skills*

*IOSHH Certificate in Managing Health & Safety in the workplace.*

**TEAM LEADERS:**

Mike Osbourne *Cache Level 3 Diploma in Child Care and Education – 2003*

*Cache Level 3 Award in Play work for Early Years and Child Care Workers – 2009*

*Level 3 Award in Understanding Therapeutic Childcare*

*Over 17 years’ experience in early years, holding position as Deputy Manager*

*Head of Pre-School prior to joining Fair Ways.*

*Wayne Hill Level 2 Safeguarding Children*

*Leve 1 & 2 Child Sexual Exploitation*

*CPD Certificates in Equality & Diversity, Prevent,*

*On line safety for cares and parents, Bullying & Cyber Bullying*

*Fire Safety in Children’s Homes*

*20 Years’ experience in looking after a range of vulnerable children.*

Joshua Godfrey *Enrolled in QCF Level 3*

**SENIOR SUPPORT WORKERS:**

Kelly Woodhouse *Cache Level 3 Diploma in Pre-School Practice – 2007*

*Level 3 Award in Understanding Therapeutic Childcare*

*Over 12 years’ experience in a child care setting*

Bethany-Grace Devine *Enrolled in QCF Level 3*

Cherry Young *Enrolled in QCF Level 3*

**SUPPORT WORKERS:**

Amber Furniss *1 year residential experience*

*Enrolled Level 3 Diploma Residential Child Care.*

*Maria Baldwin*

Mark Walton *Enrolled in QCF Level 3*

*Clare Fawcett*

Ola Musial *Enrolled in QCF Level 3*

***WAKING NIGHTS:***

*Chloe Stevens*

*Marnie Hurren*

***ARRANGEMENTS FOR SUPERVISION, TRAINING AND THE DEVELOPMENT OF EMPLOYEES***

All staff receive regular supervision with their line manager, to discuss the performance of the individual, key working issues and any child protection concerns. Supervision is regarded as a valuable two way process which supports positive development.

All staff receive an annual appraisal with their line manager. This process tracks their development and form their Personal and Professional Development Plan – which should be used at a point of reference within supervision sessions.

All new staff are required to attend our Fair Ways Induction Programme before starting work in their chosen workplace. This will either be during a full introductory induction programme, or a condensed version of this. These ‘mini’ sessions were introduced in January 2018 in order that staff did not have to delay commencing employment until a place was available on the standard induction programme. The condensed package equips new staff with the essential knowledge required to start work, and will be expected to attend the next available standard induction. The induction training is delivered from a pool of trainers, all of whom are qualified social workers with experience of dealing with safeguarding and child protection matters or subject matter experts in their field (backed up with recognised qualifications).

Induction Training is bespoke for each new starter, taking into consideration the needs of the role and Recognition of Prior Learning. Induction training includes: Welcome and Introduction to the Company by the Directors, Safeguarding Children, 2 Day Team Teach, Finance/HR/IT Brief, Fire Safety, Health & Safety, Food Hygiene, Manual Handling, Emergency First Aid, Administration of Medication, Record Keeping, Safeguarding Adults and Introduction to Attachment. These sessions are delivered in the first four weeks of a new starter’s employment.

Upon successful completion of the probation period all staff are registered on and begin working towards the Level 3 Diploma in Residential Child Care if it is not already held. Deputy Managers and Managers are required to complete the Level 5 Diploma in Leadership & Management.

***Manor Farm Cottage has a workforce development plan available at the home which is available on request.***

**CARE PLANNING**

**1. CRITERIA FOR ADMISSION**

Potential referrals will be carefully assessed by the manager to ensure that:

1. The home is able to effectively meet the child’s needs;
2. These needs fall within the home’s Statement of Purpose;
3. Effective placement planning and risk assessment can be achieved should the referral convert into a placement.

To support the assessment, documents requested from the referring authority will include:

1. The most recent statutory review report;
2. All specialists’ reports e.g. psychology;
3. School reports;
4. Education, Health & care Plan (if applicable);
5. The core assessment;
6. Family tree;
7. Any relevant court reports;
8. Chronology of significant events on the child;
9. The most up to date Risk assessments.

It is important that the placing authority provides detailed and comprehensive documentation about the child. This will enable the home to make an informed decision about the appropriateness of the referral including the capacity of the home to meet the assessed needs of the child, and any additional resources or services that may be required to achieve this.

As part of assessing the suitability of the referral, where appropriate the child should be visited in their current placement, provided with the opportunity to visit the home, and have the opportunity to be part of the decision making process about the possible move. Meeting the staff and other children can diminish some of the anxiety they will understandably have about moving to another home and school. Where possible, a child’s parents/carers should also have the opportunity to be involved in this process.

For all new admissions the following forms are completed:

* **Pre-placement checklist** recording all documents received from the placing authority regarding the new admission.
* **Pre-placement information / risk assessment** of the child (to be completed by the placing social worker). The home must ensure that any risks identified are subsequently addressed in the child’s company risk assessment.
* **Impact assessment** this serves to identify the potential impact on the child of being placed in the home, together with the impact they may have on the established group and each individual within it.

**EMERGENCY PLACEMENTS**

Whilst a planned placement is always preferable, there may be circumstances where it is appropriate to agree to the admission of an emergency placement *i.e. an admission made within 24 hours of the initial referral contact.* In such circumstances there is likely to be less information available about the needs and characteristics of the child.

We will only consider an emergency placement in exceptional circumstances once we have received an up to date Risk Assessment from the Local Authority. ***The local Authority must then attend a placement planning meeting within 72hrs of the Child’s placement at the home and provide all outstanding documentation.***

**ACTIONS FOLLOWING ADMISSION**

The child’s bedroom will have been prepared in advance, be clean, tidy, warm and homely, and provided with appropriate toiletries.

On admission or as soon as possible thereafter, the child will have an informal meeting with their key worker and, if not already provided, be given an information pack containing information about life in the home including daily routines, pocket money, use of telephones, household jobs, activities, education and how to raise concerns, complaints and the fire evacuation procedure. The child will be given the opportunity to ask questions, meet other resident children, and staff. The induction checklist will be completed with the child.

An inventory will be made of all clothes and personal possessions bought in with the child. The staff member responsible for the admission must ensure that the child has secure lockable facilities for storage of valuables and / or important personal possessions. They must be offered the opportunity to pass items of financial or personal value to the home for safe keeping. A record of all such items must be maintained, signed by the staff member and the child.

Care must be taken to ensure that child’s health care/medication needs are not disrupted by the process of moving to a new home. The child must be registered with local primary health care providers (G.P., dentist, optician) and initial appointments made.

If not already received, consent forms e.g. for medication and medical treatment, must be obtained.

Within 7 days of the placement starting there should be a **placement planning meeting** involving the home, child, their family, and the placing authority.

The purpose of the placement planning meeting is:

1. To formally reiterate the importance of the child having a voice in the process of planning for their future;
2. To ensure no vital information has been missed in the matching and subsequent placement;
3. To clearly set out from the start the specific expectations of the placement;
4. To be precise about the level of support/interaction expected of the Social Worker and placing authority;
5. To summarise for the child the expectations of group living and school attainments at the home.

**ONGOING PLANNING**

As part of ongoing planning, placement review meetings must take place within statutory timescales, in accordance with the Placement Planning Regulations.

The date of the first statutory review in placement will be agreed between the placing authority and the home and school at the time of admission.

Whilst it is the responsibility of the placing authority to initiate statutory reviews, the home will be pro-active in advocating on a child’s behalf where there is any delay.

It is the key workers responsibility to prepare a written report for the statutory review under the guidelines contained in The Care Planning, Placement and Case Review (England) Regulations 2010. It is also the responsibility of the key worker to ascertain verbally, or in writing the child’s view(s) and wishes regarding the placement. In essence the key worker will ensure that they are fully prepared for the review, have a clear understanding of their role in the review process and will have facilitated the child being able to express their view or wishes.

The review process involves all professionals, the child, and relevant key members from their family. Key objectives and tasks are set within the planning forum to indicate work to be carried out on a range of criteria individual to the child.

The purpose of the internal review is to regularly bring together the key children involved in the child’s care and assess the progress made within the planned work. Any treatment or therapy undertaken will be evaluated with clear aims/objectives set for the next stage of the planning process. Interval reviews are not seen as a separate system but to complement the Social Services own statutory reviews.

**THE ARRANGEMENTS FOR DEALING WITH THE REVIEW OF PLACEMENT PLANS**

Placement plans will be reviewed as part of the agenda of Statutory Childs Reviews, in accordance with the Care Planning, Placement and Case Review Regulations (2010).