



PADDINGTON GROVE  
STATEMENT OF PURPOSE

# CONTENTS

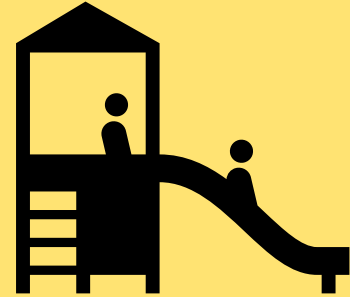
Fair Ways values	Page 3	Therapeutic models, PACE	Page 17
Paddington grove core values	Page 4	Community meetings	Page 20
Introduction to our home	Page 5	Key work system	Page 20
Who is our home for	Page 6	Recreation and community activity	Page 20
Ethos of our home	Page 6-8	Restraint	Page 21
Accommodation details + location	Page 9	Missing from care	Page 22
Ways we take into account cultural needs	Page 9-10	Supervision arrangements	Page 23
Ways in which we deal with complaints	Page 10-11	Current staff qualifications	Page 24
Ways in which we deal with child protection and behavioural management	Page 11		
Bullying	Page 12		
Ways in which we meet the children's rights	Page 13		
Ways in which we support education	Page 13-14		
Ways in which we support health and therapy	Page 15		
Ways in which we encourage Positive relationships	Page 16		
Ways in which we use CCTV and monitoring	Page 16		
Ways we support behaviour	Page 17		



# Fair Ways Organisational Values

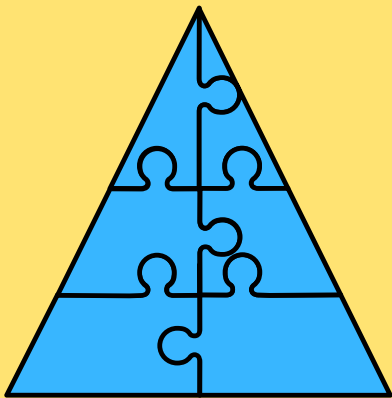
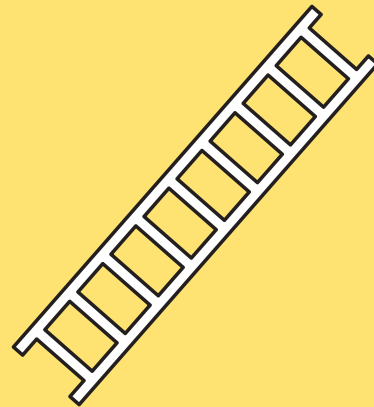
As a charity we measure our wealth by making a difference, not by making a profit.  
By creating a culture that values every individual, we can harness and develop their potential so that they may achieve great things.

Make a difference



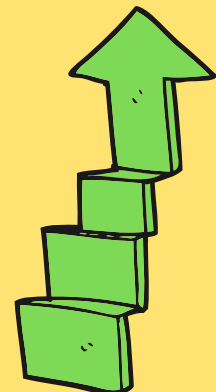
Never give up

Value every individual



Listen to each other, develop each other, and reach our potential

Quality and passion in what we do



# Our Home's Core Values

## Education, Employment and Training



Every child at our home should be engaged in education, training or employment.

## Adventure and Activities



We would like all children at our home 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.

## 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 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.

## Mutual Respect



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 our home 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.**



# INTRODUCTION TO OUR HOME

Our home is an Ofsted Registered residential home offering 52 week care & assessment to children between the ages of 7-18yrs. Registered to provide accommodation for up to three children of either gender at any one time. Our home is for children who may have a range of complex needs. Our home provides a structured, homely and nurturing environment for children who need clear boundaries. We believe this is the starting point to enabling children to achieve their potential.

Our home is set in a beautiful residential area in Dorset with easy access to bus routes to Bournemouth town centre, Poole and Bournemouth Beach. It is approx. 200 metres from the main road making it easy for visitors to find. If you require more information about our home please contact us and ask to speak to the Manager.

Our home provides close supervision for children by adults on duty. There are many positive opportunities for children to interact with each other and participate in larger group activities, for team sports and some social and recreational activities. Our home 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 three 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. We provide consistency, stability, structure and clear boundaries. This allows children to form a strong sense of who they are and builds on their confidence and self-worth. It is our aim to support and encourage children to achieve their full potential in all areas, and where appropriate return to live in a family setting to continue their childhood. We achieve this by using Dan Hughes model of PACE and Kim Goldings House model of care as the basis for our interactions with our children.

The length of the placement will be agreed prior to admission alongside a clear plan of the desired outcome set out in each child's individual placement plans. The placement is designed to offer children 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.

Our statement of purpose can be found on our website and copies can be sent digitally on request.

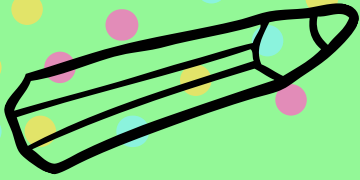
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Email - [Abigail.Dear@fairways.co](mailto:Abigail.Dear@fairways.co)

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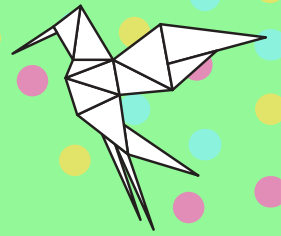
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# WHO IS OUR HOME FOR?



Our home seeks to provide a therapeutic environment for children whose needs are very complex and often presenting behaviours that are the result of children being in crisis, or experiencing a 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 three bedded home, we can bridge that gap by providing something different - a non-institutional setting with an emphasis on individuality. Children at our home may have experienced rejection or separation from their families, physical, emotional or sexual abuse, or had multiple placements, exclusion from or underachieving in mainstream education, involved themselves in risk taking 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.

## ETHOS OF OUR HOME

At our home we offer a holistic model of care based on a consistent approach to good parenting and appropriate care in a proactive, visionary residential setting. The model takes account of the values of group living, carefully aligned to the needs of the individual. Our aim is to help children in our care to overcome the difficulties they have experienced in their young lives. Alongside this we aim to address any behavioural problems they may present with, to prepare them for their next home- this maybe a foster family, return to birth family or semi-independent living. We also provide them with long-term care where other options are unavailable or where this best meets the child's needs and this is their preferred option.

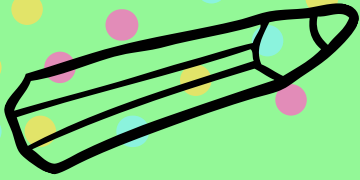


It is our belief that children need to feel safe to allow them to move on either emotionally, socially or educationally. Once a child feels safe, they tend to "act out" as part of a process of beginning to let go and make sense of their internal/external worlds. Children test the adults involved in their lives, this is usually because they have been let down by significant others many times before. Our adult teams are robust, persistent and have the expertise to "hold" children who are both emotionally and physically in crisis.

Our home understands the importance of creating and sustaining a nurturing environment combined with unconditional positive regard, even in times of crisis. The environment also contains consistency, stability and structure with clear boundaries. Trust, self-confidence and self-esteem are built when children recognise that the adults caring for them will not let them down, leading to positive well-being for children.

The allowance of space to gain an increased awareness of personal responsibility for one's own actions, which will lead to the development of their own authority, is reflected in our care. We aim to achieve this and are content to be assessed by these criteria. 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, children have the ability to develop insight and become able and willing to overcome these difficulties.

Our home is committed to providing opportunities for children to achieve their personal best in every aspect of their lives as possible, offering guidance, support leisure activities, healthy lifestyle, caring qualified adult 1:1 ratio (we have in the past provided a 2:1 adult ratio), to maintain consistency, sensitivity to the needs of children in our care.



Our home's aim is that every child will achieve positive outcomes in their personal, social and educational lives. These positive outcomes will help children:

- Approach new experiences as a positive opportunity - we seek to achieve this by encouraging children to access a range of activities and clubs of their choices.

Advocate on their own behalf - we seek to achieve this by engaging children in their reviews, school meetings, parent evenings, attending community meetings.

- Have an awareness of personal social health care - We seek to achieve this by educating children about personal hygiene, discuss personal care in key worker meetings, look at why personal hygiene and medical appointments are needed.
- Have an awareness of the importance of education and achievements - Children will be encouraged to realise the importance of education and understand the implications in later life if they enter independence with no qualifications.



# ACCOMMODATION DETAILS

Our home is a substantial detached house all children have their own bedrooms giving each child their own safe and comfortable space which they can personalise, choosing their own bedding and pictures or posters of their choice. Each child's bedroom is furnished to their own style fitted with space to be able to study as well as relax. We are registered for 3 children between the ages of 6 and 18 of either sex.

Our home has one homely living area where young people watch TV, play games, access the internet, read and relax as a community. We also have a games room separate to the main house in which is currently utilised as a games room space with consoles for young people to play on. Children have a choice of using the conservatory and the games room in the home to relax if they needed space away from each other. The living room, kitchen/ dinner, shower room and bathroom are all maintained and decorated to a high standard. Our aim is to keep the house looking as homely as possible to deter away from institutionalised living and can be adapted to suit children's needs should this be required for them.

## LOCATION



Our home is situated on a quiet dead end street off of a dual carriage way which local shops and along a main bus route providing links to the surrounding areas within Poole and Bournemouth. The home fits in with the rest of the road and could not be identified without this knowledge.

## WAYS IN WHICH WE TAKE INTO ACCOUNT CULTURAL NEEDS

Our home 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 children's family in respect of their cultural/religious needs are, of course, taken into consideration. Our 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.

We will also support children in developing their individual identity in relationship to their cultural or religious background in the following ways:

- By providing professional services to facilitate this where necessary;
- By facilitating access to religious and cultural resources;
- By introducing them to places of worship and accompanying them when appropriate to do so;
- By encouraging and facilitating their participation in any youth groups available;
- By providing food in keeping with any cultural dietary requirements;
- By making available quiet time and space for spiritual practice (e.g. prayers, meditation, rituals.)
- Feel encouraged to celebrate their cultural heritage.

Children can therefore attend any appropriate religious service with adult 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. Adults will respect children's right to having a lack of faith. Within the home we seek to ensure that the BAME community is represented within our adult team.

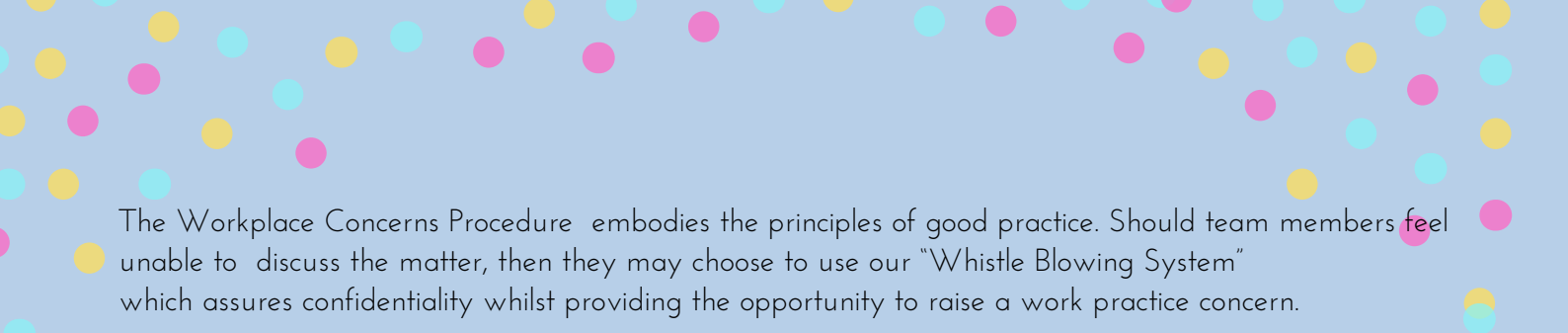
## WAYS IN WHICH WE DEAL WITH COMPLAINTS

Our home recognises the importance of children's right (in a responsible and appropriate way) to comment on or complain about any aspect of their care, including daily issues or aspects of their future plan. Representatives, relatives and other significant people have access to the same procedure. In order to ensure the integrity of the procedure Fair Ways ensures:

- That children have private access to an adult in our home..
- Children and children's representatives, relatives and other significant people have private access to staff.
- Children have a regular opportunity to discuss aspects of their care with other resident children.
- Children have immediate and private access to their representatives in the case of a complaint.

All compliments, comments, concerns or complaints are initially screened to ensure the matter is not of a safeguarding nature. Once this is established then the compliments, comments, concerns or complaint is passed to a designated member of the team who follows the necessary procedure such as the complaints procedure. Feedback to the child is undertaken in all cases.

To encourage high standards and expectations in an environment of transparency and accountability the home has a system whereby team members can bring to notice issues they feel are poor practice. The Registered Manager, on receiving a compliment, comment, concern or complaint, will take such action as is necessary. This may require referral to the Home Disciplinary Procedure. There are also a range of supportive systems for ensuring any poor practice is corrected.



The Workplace Concerns Procedure embodies the principles of good practice. Should team members feel unable to discuss the matter, then they may choose to use our "Whistle Blowing System" which assures confidentiality whilst providing the opportunity to raise a work practice concern.

Fair Ways has a complaint leaflet that is available in the home or via Fair Ways Head Office. There is also a specific leaflet for children and children which explains how they can make a complaint, this is included in the Welcome Pack and the Children's guide.

# WAYS IN WHICH WE DEAL WITH CHILD PROTECTION AND BEHAVIOURAL MANAGEMENT

Child Protection, safeguarding and promoting the welfare of children is everybody's business and underpins all that we do at our home. As such it is the responsibility of every team member at our home to safeguard children in our care. At our home effective safeguarding arrangements are underpinned by two key principles:

For services to be effective each professional and organisation should play their full part in safeguarding.

For services to be effective they should be based on a clear understanding of the needs and views of children.

Our home maintains effective relationships with local agencies to ensure the safeguarding and wellbeing of children living at our home; 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.

Our home ensures that all adults, receive foundation, and where appropriate, a higher level of training in Safeguarding Children before they commence working at our home. Following this adults must read and understand the procedures which is regularly refreshed via team meetings, supervision and training.

Our home ensure that care practices underpin the welfare and protection of children. The manager ensures all adults are aware of systems in place and how to access them in order to protect children and minimise the risk of abuse.

Along with this adults and safeguarding procedures are supported by other highly skilled child protection officers in the management structure of Fair Ways. This ensures that we always have a number of very skilled experienced persons available, 365 days a year.

A copy of the Local Safeguarding Children's Board Procedures, Fair Ways Safeguarding and Child protection policy and procedures along with that of the placing authority are available at our home.

# 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. 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 our home. 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 within a variety of ways, depending on the circumstances of the case and the characters involved. Where children involved 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 children.

We are committed to resolving and preventing all forms of bullying and believe that this is achievable without termination of the placement.

Fair Ways believes that 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

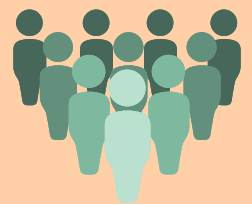
# WAYS WE MEET THE CHILDREN'S RIGHTS

Our home 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 are encouraged by this example to address any aspect of discrimination within the home. Our home is a place which promotes and values diversity and equal opportunities.

Our home that does not tolerate any form of discrimination. All children and their families are treated with respect and accorded the maximum privacy, personal choice and autonomy within the overall requirements for safety.

Our home 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, we are committed to meeting their needs effectively and actively promote their rights. Within this, as a home we seek to gain feedback from children and ensure that their views, wishes and feelings are acted upon. Where this is not possible feedback is given to the children to explain why this is not able to occur or what areas they can work on to achieve this.



## WAYS WE SUPPORT EDUCATION



Whilst we believe that 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. Children can be educated at our home whilst they are awaiting the transition to alternative educational provision. We encourage attendance at further education and are happy to provide transport arrangements to educational provisions as a family home would.


air Ways has its own Ofsted registered EBD school for 15 special needs pupils. 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, with the aim of integrating them in to a large academic institution once they have re-learned how to learn. Staff members advocate strongly on behalf of children and assist in devising and supporting all educational plans.

The adults at our home 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.

# WAYS IN WHICH WE SUPPORT ACTIVITIES, FUN AND ACHIEVEMENTS

Children at our home are given the opportunity and supported to continue any hobbies or interests they currently have or develop whilst they reside with us. Activities are recognised as an important opportunity for children in meeting social and development needs including self-esteem and motivation.

We endeavour to enrol the children in communities, youth clubs and promote integrating them into society in a positive way in which they can express themselves freely. Children supported by their key workers explore what is in the locality and in other areas which is a useful tool to work with those children who present as not showing a particular interest.

Children are encouraged to participate in group activities and are able to access the local park  for football, bike riding and other physical activities. Fitness plays a huge role in the emotional side of life and staff look to build on this. Our home has a back garden that is used for a whole range of activities.

Adults endeavour to support children residing at our home to set and achieve goals that are both realistic and achievable for them. Children play an active role in this in order for them to understand and realise their own potential. Our aim is to offer children a new understanding of self-esteem and build confidence to encourage them to use their existing and develop new talents.

This place focus on enabling children to gain a sense of achievement, and develop a healthier lifestyle so they can develop emotionally and physically underpins all we do.



# WAYS IN WHICH WE SUPPORT HEALTH AND THERAPY

Arrangements are made to ensure that each child living at our home will be 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.

Adults monitor any changes of child's health and arrange appropriate care or treatment after, obtaining if appropriate children'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. All children may choose whether or not they are accompanied by an adult to see their doctor, optician, dentist or nurse and where practicable, may see a doctor of either gender if they prefer. Adults encourage children to maintain good personal hygiene at all times and are encouraged to bathe daily and wash their hair regularly.

Medication and other treatments are not given without children's consent or/and the consent of those with parental responsibility. Medication is stored and given in accordance with instructions. All drugs are double signed for, as per the protocol issued by The Royal Pharmaceutical Society of Great Britain. Children with any type of special medical needs are encouraged to attend specialist clinics e.g. ADHD, asthma, earing 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.

Adults play an important role in the health education of children residing at our home. Key Workers provide children with guidance, advice and support appropriate to their age, needs, culture and wishes in relation to health issues. These may include a range of areas such as alcohol and substance misuse, smoking, sex education, HIV infection, hepatitis and STDs. They are discouraged from smoking and alcohol/substance misuse. 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.

Due to the recent outbreak of the coronavirus, the organisation has implemented measures that are in line with the government guidelines with regards to social distancing, accessing the community, hand washing, self-isolation and other changes that the government continue to put in place. Adults have engaged in discussions with children in regards to maintaining a healthy approach. Emotional support has also been provided to any child whom may struggle with anxieties through discussions and updates about coronavirus. Risk assessments have been implemented for both adults and children on how to control the levels of infection in the home. If concerns arise regarding children in our care health advice is to be sourced from medical professionals and placing authorities to ensure that suitable and safe arrangements are in place

Our home recognising that children who join our community are likely to have unresolved trauma and as a result work in conjunction with Fairways Therapeutic HUB to best support the everyday therapeutic interactions with our children. The HUB hosts a range of specialists that provide the adults with the tools to support the children. This also aims to provide a healing processes and therapy for the children within our community.

# WAYS IN WHICH WE ENCOURAGE POSITIVE RELATIONSHIPS

Family time between a child and their family is seen as an important factor in a child's residential experience and are actively encouraged, unless directions from the placing authority or Court dictate otherwise. All children at our home are supported in maintaining constructive time and engagement with their families, friends and other people who play a significant role in their lives.

Prior to admission arrangements for family time is discussed, along with any restrictions to this, and made clear to all parties concerned. Written guidance for staff is provided on the rights of children, parents and others to maintain time together, whether the time needs to be supervised, 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.

# WAYS IN WHICH WE USE CCTV AND MONITORING

Our home utilises minimal electronic surveillance in the home and these are in accordance with the Fairways Surveillance Policy. The two methods our home utilises are:

1. A CCTV camera installed on the outside of the property is used to monitor criminal damages that are likely to occur in the home such as damaging of cars and claims of vandalism from neighbour's as per historic incidences.
2. Electronic door sensors on each external door and each child's bedroom. The sensors on these activate a pager that the adults have on their person to notify them a door has been opened. These are only used to ensure the safety of the children during the night. Children and placing authorities are made aware of the sensors prior to admission.

Night care is provided through two sleeping in staff adults who use the sensor system to wake them up if any of the children open their doors. A waking night support worker is appointed to complete duties only when a risk presents itself and is assessed to be too greater risk for this sleep in arrangements.





# WAYS WE SUPPORT BEHAVIOUR

In practical terms, the primary objective of our adult team is to ensure that children in our care are safe. Fair Ways Behaviour Management Policy underpins all of the work undertaken in Paddington Grove. This policy on management of behaviour is based on an approach which favours encouragement and reward as the main means of influencing behaviour in children's homes. A policy is kept on our internal intranet system and can be shared upon request. In keeping with the Children Act we value individual rights, opinions and wishes of children and work in partnership with them and their families, rather than focus on authority and control. However, departmental policy also recognises that children need clear guidance alongside firm and fairly applied boundaries from the adults who care for them. Adults will always give due consideration to the wishes or preferences of children but this does not oblige them to agree to these where doing so is likely to prejudice children's welfare.

In the first instance, this can often mean challenging anti-social or self-destructive behaviour and enabling them to develop alternative ways of expressing their feelings. We 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.

We 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 endeavour to create a climate where co-operation, courtesy and consideration for others flourish. We consider all influences that have affected children in our care and respond sensitively and appropriately to work towards improving self-esteem and self-worth.

Positive management of behaviour is used in this guidance to describe a child-centred approach to care and control which recognises that behaviour is influenced by more than the simple application of rules and consequences.

We will promote children's rights in decision making as far as possible. All children are treated with dignity and respect.

## THERAPEUTIC MODELS

Our home believes consistency, boundaries and routines support children to feel safe and secure, enabling them to learn what they may have missed in their early childhood and how to behave in a socially acceptable manner. We do this by using house model of care and PACE as our models of care to support behaviour.





# 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.. 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.

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 interactions to be positive and overcome feelings earlier described.

# ACCEPTANCE

Unconditional acceptance is at the core of children's sense of safety.

Acceptance is about actively communicating children, 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 children'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.



# CURIOSITY

Curiosity is the foundation of acceptance of whatever underlies the behaviour. Making sense of how children have learnt to behave in certain ways can help with acceptance. 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 children 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 must be communicated without annoyance about the behaviour. Being curious can, for example, include an attitude of being sad rather than angry when children make a mistake. A light curious tone and stance can get through to a children in a way that anger cannot.

# EMPATHY

Empathy lets children feel the adult's compassion for them. Being empathic means the adult is 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.

All the approaches we use at Paddington Grove - including therapeutic interventions and behaviour support are child-centred and consistent with attachment theory.



## COMMUNITY MEETINGS

Community meetings are held weekly and can be called when any member of the home community feels the need to request for one. These 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 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 monitors issues arising in all aspects of the child's life - emotional, behavioural, social, and educational and health. They report to the Registered Manager and the child's Social Worker and takes any necessary action. 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 registered 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

Our home offers a wide range of activities on and off site. Adults 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.

# RESTRAINT



As a home we work in conjunction with the reduction in restraint legislation (quote what this is). Regulation 20 sets out the only purposes for which restraint can be used:

- Preventing injury to any person (including the child who is being restrained);
- Preventing serious damage to the property of any person (including the child who is being restrained.)

All staff are suitably trained in Team Teach and receive extra training in verbal de-escalation. 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 adults. A record of the Physical Intervention must be recorded in the Child's Physical Intervention log on Clearcare. All Physical Intervention reports must be co-signed by the Manager.

After a suitable period of time the children are consulted and discussions occur to work out possible ways of this being avoided in the future as well as a re-attunement with the adult involved in order to ensure the relationship is repaired. A record of any Physical Intervention occurring is sent to children's social worker weekly.

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



# MISSING FROM CARE

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 children living with us. Multi-agency meetings take place to discuss any child that exhibits this kind of behaviour.

There is a difference between not returning and 'bound-breaking'. Although we report children as 'missing' to the police if they do not return at an agreed time, very often children return late after their agreed return home time. Both categories are recorded – as are details of return and any known antecedents for the incident. Children have a live risk assessment, this encompassed with our work with the responsible authority aids decision making when contacting the Police. The Police often grade the call to determine if child is absent from care 'unauthorised absence' or 'missing'. This will vary for individuals placed with us; however all adults will have the relevant knowledge of our children 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 – dependent on wishes (some parents choose not to be informed during the night).

It is explained to children on admission, in language appropriate to their age and ability, that if they are away from our home 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.

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 children missing or unauthorised absence. A full description is given and the photo from their file used.
- The Registered manager or on call manager is informed as are the other local homes.
- 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.
- Children are responded to positively on their return and food and drink offered. A debrief is held with them as soon as is appropriate.
- All relevant parties are informed.

It is important that plans are made for the return of children and they are supported in a positive manner.

# APPENDIX A - SUPERVISION ARRANGEMENTS

Supervision of adults within the home is a vital supportive, reflective learning tool. Adults receive supervision two weekly until they pass their probation. Mini sessions are designed to be a check in and educational process, with main supervisions between these. All adults have mid-point and end of probation meetings to ensure they are competent in their roles.

The Responsible Individual regularly visits the home to monitor the quality of care provided and the management of the home and provides a report of their visit to the Registered Manager. The line management of the Registered Manager, including monthly supervision, is a delegated responsibility to an experienced Registered Manager within the company- this arrangement is monitored and regularly reviewed by the Responsible Individual, through their respective supervision of the nominated supervisor. Whilst continuing professional development of the Registered Manager will be a focus of their supervisions, the Responsible Individual will be accountable for ensuring this meets the needs of the service delivery. This is in response to and complies with Regulation 2, 26 and 28 of the Children's Homes Regulations 2015.

# APPENDIX B - CURRENT STAFF QUALIFICATIONS

Name	Start Date	Qualifications	Experience
Registered Manager - Abigail Dear	November 2013	<ul style="list-style-type: none"> <li>• Currently completing level 5 diploma in leadership and management of residential children's homes.</li> <li>• Completed level 3 diploma.</li> <li>• BA Hons degree in criminology and psychological studies.</li> <li>• Level 3 Award in Understanding Therapeutic Childcare Practice.</li> </ul>	Abby has completed her degree ensuring she has a sound knowledge basis. She has gained experience through working with the staff team which has led to her promotion to a shift leader role and then assistant manager. In September 2018 Abby was successful in her application for position of the manger.
Deputy Manager - Chelsea Lawrence	December 2018	<ul style="list-style-type: none"> <li>• Currently undertaking</li> <li>• Level 5 Diploma in Leadership and Management for Residential Childcare.</li> <li>• Completed Level 2 and Level 3 Diploma in Childcare and Education.</li> <li>• Future Leaders Qualification.</li> </ul>	Chelsea has a high level of experience in various settings and previous to coming to Paddington worked as a Deputy Manager in a Residential Children's home for children with learning disabilities and complex medical needs. Chelsea has gained a high level of experience in relation to children with emotional behaviour disorders during her time at Paddington Grove and has been the Deputy Manager since starting in December 2019.
Mary Lockyer- Team Leader	May 2019	<ul style="list-style-type: none"> <li>• Currently undertaking Level 3 Diploma in Residential Childcare</li> <li>• Currently undertaking</li> <li>• Level 5 Diploma in Leaderships and Management for Residential Childcare.</li> <li>• Future Leaders Qualification.</li> <li>• Level 2 Effective listening.</li> </ul>	Mary's resilience goes back to working for the Prison Service for 4 years previous of joining Paddington. Mary has gained understanding and experience around children with emotional behaviour disorders. Mary understands PACE well. Danielle has a range of experience starting her journey with Fair Ways at the SEMH school. Danielle has recently transferred over to residential. She has shown a high level of resilience and brought over a wide range of skills and abilities to the Paddington team.



Name	Start Date	Qualifications	Experience
Kerry Bundy- Team Leader	December 2020	<ul style="list-style-type: none"> <li>Level 2 in Childcare learning and development.</li> <li>Currently studying with the Open University BSc Health Science.</li> <li>To be enrolled on Understanding Therapeutic Childcare Practice and Level 3 Diploma in Residential Childcare.</li> </ul>	Kerry has approx. 20 years experience in adult social care working along side young adults with learning disabilities, brain injury and complex needs, Experience in residential settings, day services and within the quality team.
Matt Rothwell- Senior Support Worker	September 2020	<ul style="list-style-type: none"> <li>QCF level 3 Residential Childcare</li> <li>ELSA</li> <li>STTRIIDE Instructor</li> <li>ASDAN Instructor</li> </ul>	Matt has been working with young people for 14 years the last 7 years working with traumatised young people in a variety of roles. Matt has a wealth of experience supporting the emotional literacy of traumatised young people and has spent years delivering ELSA sessions in an EBD school. Matt also spent a number of years working in children's residential homes prior to joining the team at Paddington.
Karen Kestle- Senior Support Worker	January 2019	<ul style="list-style-type: none"> <li>NVQ 2 Children's Care Learning and Development</li> <li>NVQ 3 Business Management</li> <li>Level 3 Diploma in Residential Childcare (waiting to be signed-off)</li> <li>Certificate of Higher Education in Health Science</li> <li>Working towards Bsc(hons) Health Science (to graduate in 2022)</li> </ul>	Karen had work at Fairways since 2017, originally starting as a bank member of staff before joining Paddington in 2019. Prior to this Karen worked as a Therapeutic Foster Carer supporting teenagers for 5 years. Karen has also worked for 5 years, in a nursery with ages 0-5 years.
Emma Herridge- Senior Support Worker	July 2016	<ul style="list-style-type: none"> <li>Completed Level 3 Diploma in Residential Childcare</li> </ul>	Emma has been employed by Fair Ways Care Since August 2016 and has proved herself to be a valuable member of the team. Emma has experience in working within Children's settings. Prior to coming to our home, Emma worked in several schools/nurseries and carried out different roles such as being a Midday supervisor to cooking for the young people. Emma has completed her Level 3 Diploma in Residential Childcare.

Name	Start Date	Qualifications	Experience
Michelle Howell- Senior Support Worker	October 2019 (currently on maternity leave)	<ul style="list-style-type: none"> <li>• NVQ Level 3 in Health and Social Care</li> <li>• City and Guilds certificate in English and Maths</li> </ul>	Michelle has completed her Level 3 qualification and had fourteen years wth of experience previously working with special needs and severely disabled children.
Victoria Goldsmith- Support Worker	September 2020	<ul style="list-style-type: none"> <li>• GNVQ advanced Health and Social care</li> <li>• NVQ 3 Children and Young people</li> <li>• NVQ 4 Health and Social care</li> </ul>	Vicki has over 20 young people. Vicki has been a Deputy manager in a Children's home and a home and day service for young adults with complex health needs.
Emily Sampson- Support Worker	October 2020	<ul style="list-style-type: none"> <li>• Level 3 Health and Social Care Extended Diploma</li> <li>• BSc (hons) Psychology</li> </ul>	Emily has previous experience working as an advocate for adults with learning difficulties. Emily had also experience working as an independent visitor for looked after children, and a mentor for young people.
Jordan Bramley- Support Worker	April 2020	<ul style="list-style-type: none"> <li>• Currently completing Level 3 Diploma Residential Childcare</li> </ul>	Jordan has worked in residential childcare for 4 years under a bank contract before joining Paddington.