



Fair Ways

Garden House

Statement of Purpose





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Fair Ways Organisational Values

As a charity we measure our wealth by making a difference, not by making a profit.

By creating a culture that values every individual, we can harness and develop their potential so that they may achieve great things. We strive to:

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. Put quality and passion into what we do!

Garden House Core Values

At Garden House we have some very clear values that we strive to work by and guide our best working practices and approach. These values are as follows:

One home, one family.

It is our view that we should understand, accept, and celebrate all our differences in the home. We work hard to support and care for each other through our challenges, adventures, and difficult times. We have respect for one and other and attempt to repair relationships and friendships when this doesn't quite go right.

Encourage growth, embracing the journey.

The clear long-term goal for Garden House is to help match the children with potential foster parents or reunify them with their families where possible. It is our hope that this can provide a long-term, or even lifetime, support network for the child beyond the ages of 16-18 years.

Do what's right, not what is easy.

Simply put, we do what is right for the best possible outcome for our children, regardless of how difficult this may seem. We will have open and honest conversations with the children about social expectations, boundaries, behaviours and responses, amongst much more.

Connection before correction.

Before thinking about boundaries, consequences, and outcomes of behaviours, we think about the hidden messages or needs that these behaviours might be expressing. Connect with the child, share in their experiences, and then help them manage themselves through their challenges.

Wherever possible we work therapeutically, whenever needed, we take control.

We work with a purpose at Garden House and question what we are doing, whether it is nurturing, meaningful and working towards the right outcomes for the children.

Garden House Core Expectations

Alongside the core values, we believe that at Garden House we should expect, champion, and provide the following:

Education

Every child at Garden House will be encouraged to engage in education to meet their personal needs. The adults at Garden House will engage with PEP meetings, EHCP reviews, and parents' evenings, to ensure a combined approach to the child's learning, development, and progress.

Adventure and activities

We would like all children to explore their abilities, push their limits and have fun by taking part in a range of adventures and activities provided by the home. Whether it is surfing and adventurous activities holidays or challenging themselves to learn new skills such as riding a bike or learning to swim. We hope that all children placed at Garden House feel safe enough to push their limits and explore what they never thought could be possible.

Therapy

Everyone at Garden House has the opportunity to take part in therapy as we believe this can be a way of identifying, understanding and moving forward from their past traumas. This can be achieved in many ways. Whether accessing the Fair Ways clinical hub, CAMHS, bespoke therapy such as equine or music therapy, or just having a consistent outside person to talk to. We believe that it is important that we advocate these choices for all our children.

Community involvement

We expect all our children to be involved in the community life by actively taking part in community meetings, afternoon regroupings and end of week reflection sessions. We actively promote wider community involvement through charity fundraising events and promote involvement in local hobbies and activity groups.

Mutual respect between all community members

We understand that at times we go through difficult periods when our behavior may be challenging. However, we will not tolerate violence towards other community members, bullying or damage to property. We ask all our staff and children to try to support and help each other as well as build mutually respectful and caring friendships.

Introduction to Garden House – Quality and Purpose of Care

Garden House is registered with Ofsted. We work to the Children's Home Regulations 2015 Care Standards Act (2000) and follow the Quality Standards (2015). We can accommodate and care for up to 6 children, both male and female, between the ages of 6 to 15. We are registered to care for children who may have social, emotional, and/or behavioural difficulties. We may also care for children with a diagnosis of Autistic Spectrum Disorders and Attachment Disorders. At Garden House we would not look to offer a placement for those with severe mobility or learning impediments.

Garden House aims to provide a home for up to three-years for children and aims to support the child's emotional/ social development and understanding. We hope to help children identify and develop positive coping mechanisms for times of escalated arousal, anxiety, or overwhelming emotional responses.

The shared goal is for children to either be in foster care placements, with their own family if appropriate or in a place that best meets their needs for further future growth. We hope this would be a natural and positive progression after a period of stability, consistent care and appropriate role modelling whilst living at Garden House.



The home, situated near the market town of Wickham in a rural area of Hampshire, is nicely located between Winchester, Portsmouth, and Southampton. This provides many opportunities for enjoyment due to its transport links to these cities. In the more immediate vicinity, there is a very active local community and social calendar that runs throughout the year including music and food festivals, horse fairs, and seasonal celebrations of rural living as well as a local cricket, football, scout, and community clubs of both Wickham and Shedfield.



The location risk screening tool highlights the number of mainstream

provisions and health services and analyses the appropriateness of the location in terms of crime and CSE statistics. We have developed a working relationship with the local police community team, community youth clubs, education and health services and have received their critical input into several house processes along with the risk screening document itself.

The location risk screening tool can be requested from hello@fairways.co

Alternatively, if you require more information about Garden House, please contact us directly. You could also speak to Bret Noades (Head of Service & Responsible Individual) or Jonathan Loney (Director of Residential and Family Services).

Mr Noades qualifications and experience include:

ILM level 7 in Leadership & Management
TQUK Level 3 Award in Education and Teaching
 Lioncare Diploma in Therapeutic Child Care & Education
NVQ4 Leadership & Management in Care Award
 NVQ4 in Health and Social Care
 NVQ3 in Health and Social Care
 DDP level 1
16 Years Residential Experience
 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

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 Ground Floor, Building 1000,
 Portsmouth,
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bret.noades@fairways.co

Mr Loney qualifications and experience include:

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

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Ethos and aims

We hold the wishes and feelings of children central to what we do. It is paramount that children are involved and engaged with any of the decisions that will have a bearing on their lives.

At Garden House we follow the following principles.

- Listen to children, they have a right to have their opinions sought and heard!
- Actively encourage children to be involved in the planning, reviewing, monitoring, and evaluation of services provided for them.
- Explain to children why we are intervening in their lives.
- Recognise the children as individuals who have opinions of their own, which may not always be represented by adult carers or professionals.
- Ensure that children have an increasing right to self-determination as they progress from childhood to adulthood.
- Ensure that children have the right to have their concerns considered and responded to, recognising that failure to listen to children can have damaging consequences, and that their right to participate can be linked with the right to be protected.
- Recognise that giving children the right to express an opinion is not the same as giving them the final say in important decisions. Judgements might still have to be made but these will be based on a real consideration of the child's perspective.
- At Garden House we believe saying goodbye is an important part of a transition. We would arrange a meal out for the child, for staff and other children to attend to say their goodbyes. A positive ending is the aspiration of the home.
- Our ethos is to move any child that is not in a full-time provision back to full-time education by working closely with the placing authority. In the interim, the child should be supported to sustain or regain their confidence in education and be engaged in suitable structured activities.

Caring for Children – Our purpose and how we aim to support children and champion their views.

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



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

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

We provide individualised and personalised care for children that puts their needs at the centre of what we do. Our care takes account of the child's sex, religious persuasion, racial origin, and cultural and linguistic background, any disability, their assessed needs, previous experiences, and any relevant plans.

We aim to provide children with the resilience to cope with challenges and difficulties that they experience. Our aim is to help children achieve their ambitions and reach their potential.

We provide a welcoming and supportive environment with clear expectations and boundaries which we include the children in making and agreeing upon.

For many children this might be the first time they have lived in a group setting, the importance of privacy and personal space is recognised and upon arrival the child is given a personal key to their own bedroom and with their keyworker arrangements are made to personalise their fixtures, fittings, and themes.

At Garden House we believe that children should be supported to express themselves as individuals and should be given an appropriate degree of freedom and choice in relation to day-to-day arrangements for their care, depending on their individual needs. Children's reasonable preferences in relation to day-to-day arrangements should be met and where their preferences are unreasonable, staff should discuss this with the child to help them understand why.



We endeavour to achieve this on a day-to-day basis through asking the

opinions on the menu choices, social and recreational activities, as well as any desired changes or developments within the home. Furthermore, community meetings and regular focus meetings will discuss current themes and highlight how as a community and individuals we aim to move forward towards key identified placement and outcome targets.

On a more formal basis we ask for the child's views and opinions of their care provision via feedback questionnaires, development, and business planning; this is done annually.

We aspire to run a mid-long term step-down service moving children away from residential care and returning to foster care, or to their families. 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.

To achieve this, Garden House place a strong emphasis on making positive relationships with children through assigning key and co-workers along with working in a trauma informed and accepting model of care (House Model of Parenting, PACE, DDP). We hope to create a culture of trust to explore, discuss and learn from past experiences. Additionally, we believe that an ethos should therefore be developed that encourages children to feel confident about themselves and be able to tell someone they trust about any concerns or worries they may have.

Through promoting key-working and building trusting and consistent relationships, there are many opportunities to converse, share and explore the wishes and feelings of the children that are placed with us. For those children that struggle to verbalise and communicate directly we utilise feelings boards and pictures to help them express their thoughts and feelings.

When working with wider services we will advocate and champion the views and wishes for the child where appropriate and will include sections in review reports to highlight what we have been asked to discuss. Use of the child's voice logbook allows for a tracking of additional requests and feelings that staff may need to request, suggest, or gain support from other key case holders such as parents, local authorities, or educational provisions.

Admission procedure and criteria to Garden House

Fair Ways, Garden House, has a carefully devised admission procedure which will consider the overall needs of the child. A preplacement impact assessment will also be completed prior to any admission to ensure children are as well matched as possible to the other children already placed with us.



When a child is referred to Garden House we require a full report from key professionals, detailing the child's needs and presenting behaviours. The manager and deputy manager will meet and ascertain if Garden House can provide the individualised care needed to meet the requirements of the child.

To help guide the decision of appropriateness of placement, any referral will be discussed with all available staff members, shared with identified potential school provisions and the Clinical Hub to receive further professional input and critical thinking around whether the placement would be viable. Throughout the referral process, the currently placed children will be consulted.

On receipt of all documentation and relevant professional input, a placement will only be made if the child's needs can be met by the home and if the placement is not deemed to be detrimental to the other children. No placement will be decided upon or agreed on a basis of financial needs or any other non-child focused basis.

The management team aim to visit the child in their setting and for the child to visit Garden House. This aims to help the child gain a better understanding of what Garden House can offer them. Ideally, we would want the child to make an informed choice to come and live at Garden House after visiting. Current residents are encouraged to meet the possible new child on the visit, give them a tour and help discuss the homes core values and routines and boundaries.

The home offers planned placements as a preference but can accept emergency placements in special circumstances on receipt of a fully completed referral form and all necessary CLA documentation requested.

Admission to Garden House will be considered for children:

- Aged between 6-12 years at time of referral.
- With complex, social, emotional, and behavioural difficulties.
- Who display inappropriate sexualised behaviour.
- Who display conduct disorder/challenging behaviour.
- Who have mild/moderate learning difficulties or appear to have autistic traits.
- Who have been excluded from mainstream education.
- Who are able to live within a structured, nurturing environment and are willing to establish relationships with the adult group.
- Who are able to take advantage of the living environment and treatment offered and thus facilitate progressive, gradual change in their behaviour.
- Who want to come to Garden House and make a positive change to their lives.

We are unable to accommodate:

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

Enjoy and achieve – Activities, fun and achievements!

We at Garden House ensure that children are offered a wide range of opportunities and encouraged to participate in fun and enjoyable activities. Staff should support children to take part in school trips, clubs, volunteering and a variety of leisure activities.

All children placed within Garden House will have the opportunity to continue any hobbies or interests they currently hold, or start new ones, and will be supported by the staff team to achieve any self-lead ambitions or goals. We enrol all our children in local clubs and promote integrating them into society in a positive way with a hope they can express themselves freely as well as build new friendships and support networks within the wider community.



All activities that we run or facilitate should be risk assessed for children to ensure can enjoy these in a safe and protected environment. The home has established ritual holidays and big adventure trips with a view that the children achieve nationally recognised governing body awards. This is recognised as an important opportunity for children in meeting social needs and the development of self-esteem and motivation as well as challenging their perception of what they believed was possible for them to achieve.

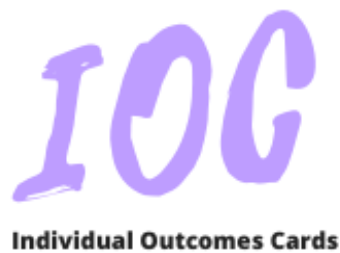
Each of our child's placement plans should set out the permissions that their placing authority has delegated to the registered person at Garden House. This should provide clarity on the home's ability to give permission for school trips, sleepovers or the child's involvement in sporting, leisure and cultural activities. Wherever possible we endeavour to secure the appropriate authority to support children to be involved in the same positive activities as their peers, as we believe this to be crucial for the development of social skills and mobility.

their friends in the local community, in their home area, and by having friends visit them at the home, in line with the child's plans, age and stage of development. We understand that there are a range of influences that friendships can have and endeavour to encourage those with a positive impact and discourage those with a negative impact.

Placement planning

The placement planning system at Garden House is designed to gain a comprehensive baseline assessment over the initial 12 weeks of placement before making an individualised plan of care for each of our children.

All preplacement information helps support in the initial 12 weeks of the placement which we term 'the assessment and observation phase'. By sharing key information with the clinical team at the 'Hub' in the referral stage, it helps us gain clinical feedback of the perceived appropriateness of provision and to also signpost potential assessments that should or could be undertaken. Additionally, in this observation phase, individual behaviour management plans (IBSP's) and child centred placement plans are created in collaboration with the child to best understand their likes and dislikes as well as how best to work alongside them in times of challenge. Furthermore, at Garden House we are continuing to develop and run an outcome measuring tool in collaboration with Hampshire Local Authority as a pilot. It is in this initial period that the areas of current achievement will be baselined, but also ongoing targets and goals will be set.



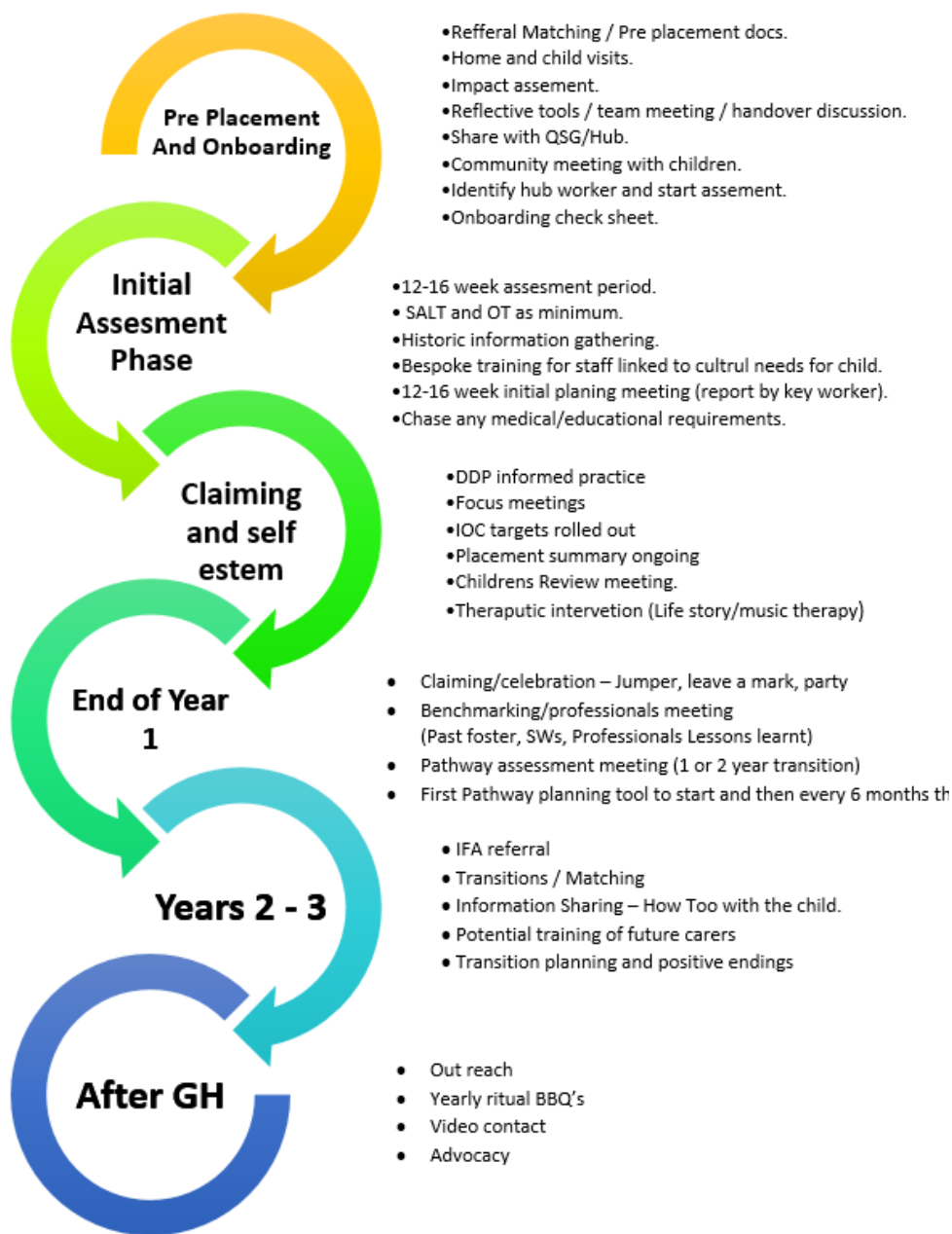
The proposed outcomes tool works on a basis of identifying social, emotional, and educational targets that are set within a framework that aligns itself with the outcomes titles often used by local authorities to mark progress within placements. These outcomes are also aligned with the ideas of Maslow's hierarchy, suggesting that we most often need to meet the basic safety and physiological needs before ascending towards those targets that are more complex and help achieve the idea of self-actualisation. During the assessment phase of the first 12 weeks, all key professionals are consulted for their views on appropriate targets they feel the child will need to work on and achieve to enable them to move forward in their lives.

The staff within Garden House will also be monitoring and observing the child to identify any specific needs that they feel need to be worked on. The child will also be involved in what they feel they need to work on and how staff will help them to achieve and progress.

Once the assessment period has passed, the deck of cards will be created to outline the initial care targets for the staff and the child to work towards. Staff will not be expected to work on more than 3 cards per month with the children, and all progress is reviewed at monthly focus meetings. These target cards will be based upon

- Personal physical (such as brushing teeth, attending the dentist, bedroom tidies, etc)
- Personal emotional (such as recognising emotions, managing big feelings, building self-esteem, etc)
- Community (such as respecting the home, using our manners, charity fundraising, etc)

Placement planning is always changing alongside the developmental nature of our children. However, after the 12-week assessment period and initial outcomes goals, we aim to continue to provide accurate, realistic, and measurable placement plan targets for the staff and child to work towards. We utilise monthly 'Team around the child meetings', 6 monthly CLA review meetings, CLA medical assessments, and therapeutic assessments alongside the views and feelings of the children to help guide



Supporting children to move on

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

Further support for the transition of our children comes from our belief that it is essential to provide current and up to date risk assessments, highlighting the progress from historic to current risk-taking behaviours as well as appropriate matching of potential future placements. We feel that the emphasis on current observations, as opposed to historic events that have not been repeated

Accommodation

The facilities at Garden House include off road parking for staff and visitors, along with a metal lock up for storage of play and activity equipment. The driveway has been altered to include a fence which should increase the safety of the drive area by creating a barrier between the driveway and the road that runs along the property.



In addition, there is an enclosed front courtyard with wooden decking, a raised sundeck and seating areas. In the summer this area is utilised to eat out, play table tennis and as an outside break out space as the courtyard walls allow for a sheltered playing area whilst giving a nice feeling of containment, safety and an easy to supervise area.



Garden House has a good-sized rear garden where there is a raised patio area for dining in the summer, along with a large lawn running down to a small brook which is separated by a large fence with staff being needed to give access and supervise this area. In the garden there is a designed climbing frame, slide and swing play set as well as a designated nature discovery areas and veg patches.



Inside of the home includes a large open plan kitchen / dining room, a designated utility room, lounge and a separate snug which can be utilised for play, studying or onsite therapy sessions.



The lounge is spacious and is large enough to be utilised for group activities such as games, yoga, mindfulness sessions and film nights. At Garden House we are very fortunate to have a separate music rehearsal space containing a full drum kit, keyboard, guitars along with speakers, amps and microphones allowing for another additional break out space and area for our children to express themselves, play and use music to help with emotional regulation.



There are six children's bedrooms which have been decorated with children in mind, allowing for a desk area for study, arts and play as well as each of the rooms having their own T.V. aerial data cable to allow for the use of personal technology items. Once in placement children have an opportunity to further personalise and individualise their bedrooms where appropriate.



The children's upstairs area also provides two bathrooms with toilets and vanities with an additional washroom providing a shower, vanity, and toilet. At Garden House we have taken great care in planning for the storage and provision of space for all our children's belongings and personal items. Alongside individual space in their own rooms we have designated storage cupboards for technology with charging points, waking night cupboard for sensory boxes and evening settling items, laundry cupboard for individual bedding, towels and toiletries and a designated uniform cupboard.



Garden House staffing area has a separating door from the communal living area and contains a staff office, managers office, 2 staff sleep in bedrooms, along with a hot desk working area and a separate entrance way for guests and professional visitors. This allows for a defined distinction between the children's living area and the more business orientated staff working area.

Supporting children in education

We believe that all children should have the opportunity to receive education in a mainstream provision if suitable. Consequently, we have established relationships with four local schools. We also recognise that for various reasons this is not always possible and there are several barriers to the learning of our children and their engagement with mainstream provisions.

For some children who have experienced severe trauma, have been excluded and out of education for significant periods, it may be necessary to address and work through their past experiences and present needs before they can positively participate in formal education. Our staff will play a key role in supporting these children in line with recommendations from education and health professionals as well as working in collaboration with the virtual head of the child's placing authorities to identify and promote appropriate provisions for all our children.



Whilst working closely with any educational provision that is identified it is hoped the staff at Garden House truly gain an understanding of the educational goals of each of our children's and in additional help identify and support their next steps for learning. Staff seek expert advice from education specialist based at the clinical hub to help identify potential additional needs

such additional tutoring, vocational learning and alternatives to traditional classroom-based education if better suited to our children. We also aim to act as advocates on behalf of our children and support attainment, admissions, attendance, or conduct, as a good parent would do. We have a positive holistic view of education looking at non-traditional and enjoyable learning opportunities to promote learning within and outside of the home setting.

As part of the educational opportunities that we like to promote within the home, we provide three computers with internet access to support education and informal learning. Where the internet poses a risk to the safety of children we like to support and educate children with online courses in subjects such as prevent, food hygiene, bullying, fire safety, child friendly dangers of CSE. We also take reasonable safety precautions though software, internet security safe searches and blocking inappropriate content.

Additionally at Garden House we also believe in the importance of self-discovery and the use of literature as a form of escapism, emotional regulation, and distraction and as such we keep a stocked library of varied and age-appropriate books for our children to read or have read to them as part of the evening settling routines.

For those children that meet the age and educational requirements, Fair Ways Care has three of its own DfES registered schools including an education centre for special needs pupils aged between 11-19 years old. Further information on these provisions can be found at <https://www.fairways.co/education/>

For those children not meeting the age range or educational needs of the Fair Ways provisions we have a good working relationship with Kingsgate School, Polygon School, Serendipity, Yarrow Heights and Vermont School which are all based in the Southampton area. These are small special education provisions which educates children between 7 to 14 years.

Further information on these provisions can be found at:

www.kingsgateprimaryschool.org.uk

<https://www.polygon.southampton.sch.uk>

<https://www.serendipity-education.com>

<https://yarrowheights.com/>

www.vermontschool.co.uk

Health

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

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



As discussed above, every child will have a 12-week assessment period to assess the potential therapeutic or health care needs of the child. In this period, we aim to complete a Speech and Language Therapy assessment, as well as an Occupational therapy assessment as a baseline.

If there are any identified concerns regarding health, we will also facilitate additional training or resource for our staff. Any therapist or health care professional involved in the direct support of the child will be invited to attend reviews, care planning and strategy meetings. This would be to provide feedback on how the child is progressing and benchmark any progress being made. Additionally, staff at Garden House will keep a log on the digital record system of all health and therapy appointments attended with observations of behaviours that may be a causality of the process of engaging in the with the therapy process.

Where confidentiality allows, we will ask for all health care professionals to share key information and session progress with ourselves or a written log of their sessions with our children created. These will either take the form of case notes, clinical assessments/reports or directly on our ClearCare System. Whichever way we receive outcomes or progression information we will store in the individual health file of the child and on their own ClearCare log which they will also have free access to on request.

For children with special educational needs, disabilities and/or an Education, Health and Care Plan (EHCP) we will take account of the health objectives it specifies. The specific responsibilities of the home towards supporting the health of each child will be agreed with the placing authority and parents and carers where appropriate.

At Garden House we work with the designated looked after children's nurse and have good working relationships with local health providers; this helps us to support children with their health needs.

Our key role and function is to ensure each child's attendance at the necessary primary and secondary health services. Most health services that a child needs to access will be provided by other organisations. Therefore, if these services are not accessible, or are withdrawn, staff should engage with those who also hold a responsibility for the child's health to seek to ensure each child's health needs are met. It is also our responsibility where a specialist health intervention is arranged for a child, that we are sure that the person delivering the intervention has appropriate skills, experience, and qualifications. Where the intervention provided is a regulated activity, the registered person should check that the provider of the service is registered with the appropriate bodies.



Through role modelling and direct keywork sessions we try to encourage children to take a proactive role in the management of their day-to-day health and well-being. This may be as simple as brushing their teeth, learning to shower or take their medicine when required. This should of course be age appropriate and dependent on each child's own understanding and capability. Garden House promote and offer advice, support and guidance on health and personal care in an aim to enhance, inform and supplement that information and learning opportunities provided by the child's school through Personal, Social and Health Education (PSHE).

The home has a key role in supporting children to achieve and maintain healthy lifestyles. We endeavour to make healthy choices and create a balanced menu which meets the nutritional needs of the children. We promote choice and ask the children for their input and provide opportunities for learning and practice of skills if they are willing to help and support food preparation and cooking tasks. When we eat at Garden House we choose to sit together as a group and use this as an informal opportunity to connect discuss and support. Furthermore, we place an emphasis on activity and adventure at Garden House and feel that discovery through adventure along with shared experiences are key to providing opportunities for healthy and developmental growth.

Tracking the health for our children is very important for us, alongside recording health appointments and advice from relevant health care professionals. We also keep a measurement of the height and weight of the children on a monthly basis which helps us plot and track a number of potential health related trends as well as providing key information to other professional agencies and practitioners if required.

Supporting children's behaviour

In practical terms, the primary objective of our staff is to ensure that all the children in our care are safe. In the first instance, this often means challenging anti-social or self-destructive behaviour and enabling them to develop alternative ways of expressing

their feelings. We endeavour to look at what has led to or the function of rather than focus on any damage that has been caused or the behaviours that have been expressed.

behaviours



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

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

We feel that our staffing structure further provides for a consistent, supportive, and predictable environment for our children. We have a staff team of 6 on either side of a week-on / week-off working pattern. It is our belief that this time period allows for stability within the home and thus for consistent and trusting relationships to form. We like to involve the children in any staffing appointment, often asking for their views on candidates as well as trying to match potential keyworkers with the children that they may be able to form the most positive and supportive relationships.

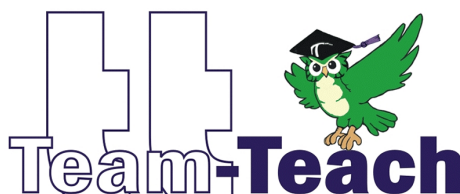
We believe that a high level of support afforded to our children should be a 24-hour occurrence and as such we employ two waking night staff who work alternate 4-nights to care for our children, undertaking the primary care tasks through the often-difficult worrying night-time. The waking night staff will support the children to settle to bed in the evenings and throughout the night if awoken. Our waking nights have been integral in supporting young people overcome bedwetting. The waking nights provide a sense of security throughout the night, which is often a worrying time for our children. A member of day staff will also sleep onsite, as "on call" support.

If for any reason, we are unable to cover a waking night shift we have a process and risk assessment in place to continue to provide safety and security to the children; two of our daytime staff will sleep in, on-call. They will take the door alarm system and house phone to bed with them, which will alert them if a child was to wake in the night. The children will be informed of night-time arrangements and how they can find staff if they need support.

Positive behaviour and relationships should be reinforced, praised, and encouraged; poor behaviour should be challenged and discussed. The development of safe, stable, and secure relationships with adults in the home should be central to the ethos of the home and support the development of secure attachments that, where appropriate, persist over time.

regard, acknowledging the importance of understanding, and responding to the child's lived experience of care. Positive, stable relationships help the child to feel secure and cared about and for.

The children that are looked after at Garden House may have experienced childhood trauma and a lack of sensitive and responsive caregiving, from the adults around them. When children experience this in their early life it can make forming and maintaining positive relationships challenging for them. These experiences can lead to feelings of rejection, shame, unworthiness, and inadequacy which can be reflected in them expressing behaviours that challenge.



At Garden House behaviour management is based upon verbal encouragement, positive reinforcement of positive behaviour, appropriate role modelling, structured routines and boundaries, emotional containment along with logical consequences, reparation, and reflection.

Positive reinforcement and rewards include, but are not limited to, paid activities, later bedtimes, extra tech time, takeaways, sweet treats, or a choice of items from the reward box such as Pokémon cards, sensory toys, stationery, football cards, and much more.

Natural consequences of behaviour may include tidying up the mess made, fixing items that have been broken, etc. Formal consequences may be earlier bedtime, loss of activity, no use of the car, loss of phone or technology, etc, but the consequence will always be related to the undesirable behaviour displayed. Reparation tasks are used to repair the relationship between those involved, so this could include offering a kind gesture, reflective conversation, keywork session, spending positive quality time through 'take back time'. For example, say a child was to go to bed 1 hour later and were being disruptive and damaging property, they may spend 1 hour the next day with the staff member helping to fix anything broken, repair relationships and complete any other relevant helpful tasks.

Good order and a settled environment is easier to maintain when a child understands the reasoning for placement. A stable, consistent framework of appropriate expectations and boundaries is essential to facilitate this. Good order is primarily achieved by positive relationship building with children and by an atmosphere of trust and respect as well as a consistent predictable environment. Structured boundaries exist to provide our children with safety and security.

Behaviour management and 24-hour management plans will be created that are individual and specific to the child whilst also being dynamic and live and updated in line with changes to best management strategies and possible behaviours exhibited.

In March 2022, Fair Ways began rolling out a new programme called 'RiiSE' (Relationship Inspired Ideas for Supportive Environments) which is currently going through the certification process with BILD (British Institute of Learning Disabilities) and RRN (Restraint Reduction Network) Training Standards. At Garden House, all core staff will have undergone 'RiiSE' training, and all new starters will be enrolled onto the first week-long course available to them. Garden House has a dedicated RiiSE coach (Harriet Green) who can be contacted for any additional information.

The RiiSE programme aims to provide our residential staff a clear understanding of how to manage behaviour which challenges, use de-escalation strategies to where possible avoid the use of physical restraint and only do so as a last resort to stopping immediate harm to any person, with the least intrusive method and with a lawful excuse to do so. Physical techniques should therefore only be used when other methods not involving the use of force have been tried and failed or are judged unlikely to succeed. Physical holding is NEVER used as a means of forcing compliance. The focus should be a last resort and only if it is believed that harm to the child or others would be the outcome if physical intervention is not made.

Unacceptable behaviour can frequently be prevented or curtailed by using mild or more severe verbal reprimand. In situations where repeated verbal reprimands have proved ineffective, only then can formal consequences be permitted. Formal consequences can often be avoided through proactive childcare, routines, boundaries, and structure.

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

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

At Garden House we share the individual behaviour support plans with key others such as the local neighbourhood policing teams. We have already forged links to the police team and have discussed our police involvement protocol. Which can be viewed on request from hello@fairways.co.

Our staff must also support children to develop and practice skills to build and maintain positive relationships with others and develop empathy for others whilst developing skills to manage conflict effectively.

Permitted consequences.

At Garden House, we believe all behaviour is a form of communication. After any incident, we collaborate with children to explore the communication behind the behaviour. Once emotionally regulated, it is an expectation that staff, the children and possibly the community will talk through their behaviours and the possible impact their actions had upon the group.



The reflective conversation allows the opportunity for enquiry, as well as commentary and questioning, and conveys a subjective sense of freedom, movement, and possibility of change, without implying undue formality or unwelcome scrutiny. Until this reflective conversation to repair harm takes place, we may use permitted consequences such as restriction of social outings and curtailment of leisure activities, if it is in the interest of safety. Share, convey and move on.

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

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

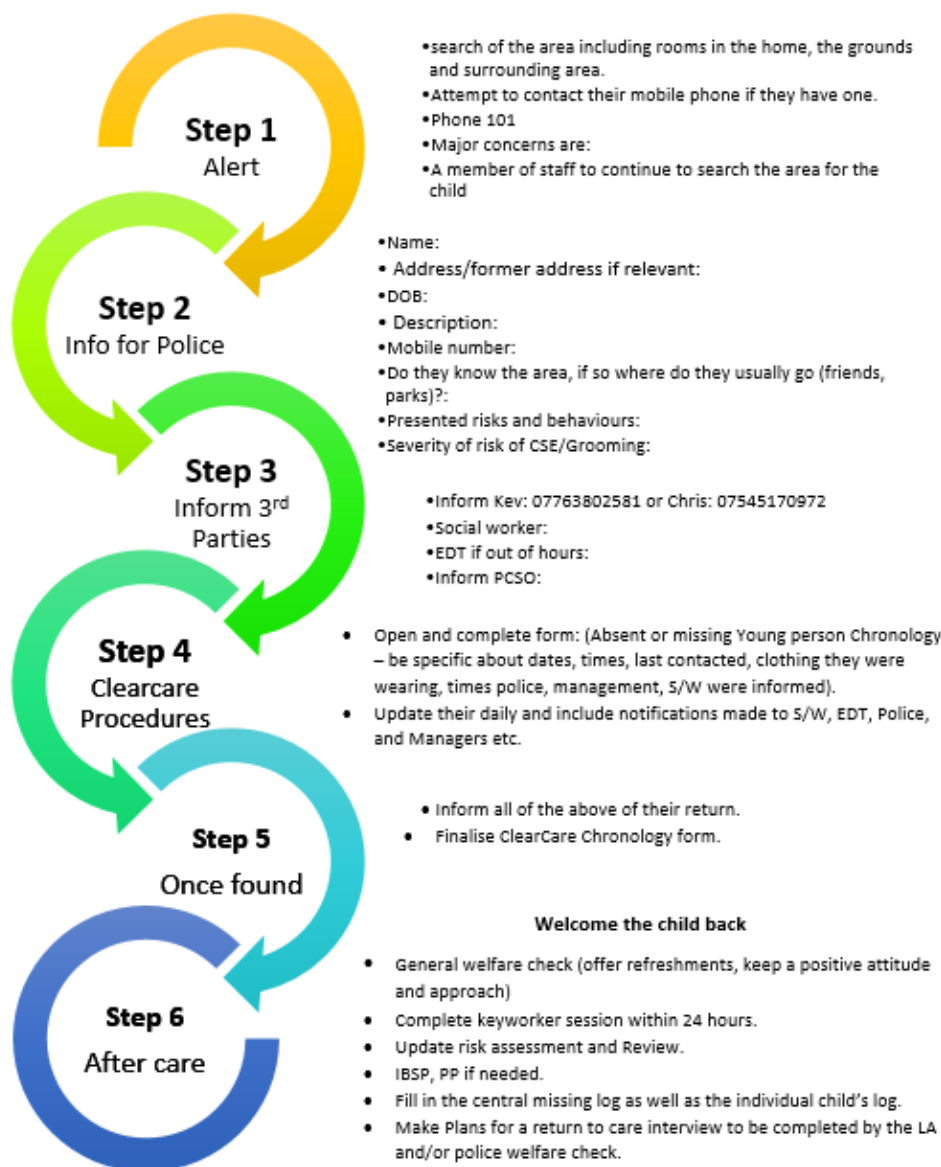
We implement the most relevant and up-to-date Statutory Guidance on 'Children Who Run Away or go Missing from Care; the Runaway and missing from home and care (RMFHC) protocol'. Each child in care has a placement plan based on a full assessment of the child's current and future needs, including potential risk to self or others. The placement plan will therefore consider any risk that the child may go missing and any factors which may increase the risk to the child should they go missing.

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

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

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

Below is the homes 'missing from care' flow chart for staff to follow in a case of child being missing from education or care. Any further information around the homes missing policy or the individual missing risk assessments. Before taking the following steps refer to the 'individual missing risk assessment' for the child. This should highlight free time allowances, planned emotional regulation away from the house, key areas of concern and time scales for actions to be taken.



Electronic surveillance

Within the home there is an inbuilt electronic security system that monitors the homes internet use and web-based activity. This is called Draytek Content filtering and it helps to filter out and block inappropriate content, such as web sites with sexual, violent, or other adult-oriented content on the children's computers. Furthermore, the home has an account with Norton Family which allows for additional security to help block inappropriate content, such as web sites with sexual, violent, or other adult-oriented

Within the home we utilise an electronic door alarm system that will send a discrete message to a central hub and linked devices. The purpose of this system is to help monitor and safeguard the children. All bedrooms, the front door and the rear exit of Garden House are fitted with sensors. This alerts us when a door is opened and/or closed, which in turn can support us to prevent any missing from care incidents. This system is utilised during the night hours by our waking night support staff.

All the children and placing authorities are made aware of any sensors that are installed when they come to visit Garden House, before being placed. We request that Social Workers also sign a consent/acknowledgment form to state they are happy for this alarm system to be used to ensure safety.

Arrangements for dealing with complaints

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

Garden House staff will play an integral role in ensuring that the homes complaints policy and allegation procedures are followed, and that a balanced, fair, impartial, and speedy action is taken when a complaint is raised.

The central principles for our complaint's procedure are:

- The welfare of the service user is paramount.
- Any concern about the quality of care must be fully explored.
- Investigations should be thorough, timely and consistent.
- All parties should be treated with dignity and respect.
- All staff and service users will be supported and treated fairly.
- Staff will have an opportunity to respond to any concerns raised about them.
- Confidentiality needs to be upheld throughout.
- All forms of complaints will be logged in a central register.

At Garden House we will always listen to our children and other persons that may have a complaint and try to help them. We attempt to discuss and resolve issues that may arise but if this may still leave persons unhappy so we can help in a formal manner and investigate the issue further.

For any complaint against Garden House, Fair Ways or local authority staff there is opportunity for our children to log this down in their complaints log and it will be taken seriously and managed by either the registered or deputy manager.

- Complaints against Garden House staff should go to Bret Noades – Head of Service & Responsible Individual
- Complaints against Bret Noades should go to Jonathan Loney – Director of Residential and Family Services
- Complaints against Local Authorities – children can access a booklet from their own local authority in the office. This will detail how a complaint to them should be made.

All our children are provided with this information within the young person's guide and also within their complaint's logbook.

In cases where a safeguarding concern or allegation of abuse is raised, the Local Authority Designated Officer (LADO) will be informed as well as possibly the Local Child Safeguarding team the host local authority and the placing authority. All these people will work together and will give advice to us for the best way to help resolve this complaint. Furthermore, any additional stakeholders that are appropriate to inform such as but not limited to police, teaching staff, carers and/or parents will also be contacted and informed.

For any other complaint whether current or historical we can record this still in a complaints log and then staff can help ensure that this is directed to the right person.

After a complaint is investigated the relevant persons including the child will be told and be able to read any decisions made, any action that has or will be taken and the outcome. For the child, this will be recorded as part of their complaints log.



There is always an opportunity to tell us if we have helped, if the result is satisfactory and if anything further is desired as an outcome. For any complaints that are raised outside of those made by our children, staff would advise and direct the complainant towards the complaints@fairways.co email.

The company's policies on handling of and response to complaints both within the children's home and the wider organisational policies can be provided on request from policys@fairways.co. This will also be kept in the staff office and is available on request.

Child Protection

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

Should a child disclose information of any abuse towards them, the Home Manager must be notified immediately. We are governed by legislation and mandatory practice when responding to child protection issues under the Children Act (1989) amended (2004) setting out organisational responsibilities to safeguard and promote the welfare of children across all sectors. Fair Ways will also follow the Department of Health Working Together to Safeguard Children (2015) guidance. Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- Safeguarding is everyone's responsibility – for services to be effective each professional and organisation should play their full part.
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.
- Garden House will continue to maintain professional relationships with local agencies to ensure the safeguarding and wellbeing of all children placed; this will also be outlined within the Local Safeguarding Children's Board (LSCB) with the effective sharing of information in a timely way to promote joined up working and a robust safeguarding tool.

PRIORITY – ENSURE THE SAFETY OF THE CHILD

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

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

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

Fair Ways Safeguarding policies are available on request from policies@fairways.co

At Garden House we use the following flow chart to follow when a complaint or allegation is made against one of the staff team from a child. Children must be listened to and enabled to report any allegations at the earliest opportunity. Staff should report any allegation of abuse immediately to a senior manager within the home.

Useful contact numbers

Christopher Hayward, Registered Manager	07545 170972
Lindsay Smylie, Deputy Manager	07533 523570
Bret Noades, Head of Service & Responsible Individual	07763 876837
Jonathan Loney, Director of Residential and Family Services	07823 344410

Hampshire Designated Officer (LADO)	01962 876364
Hampshire Children Services	01329 225379
OFSTED	03001 231231

Prevent, CSE and bullying

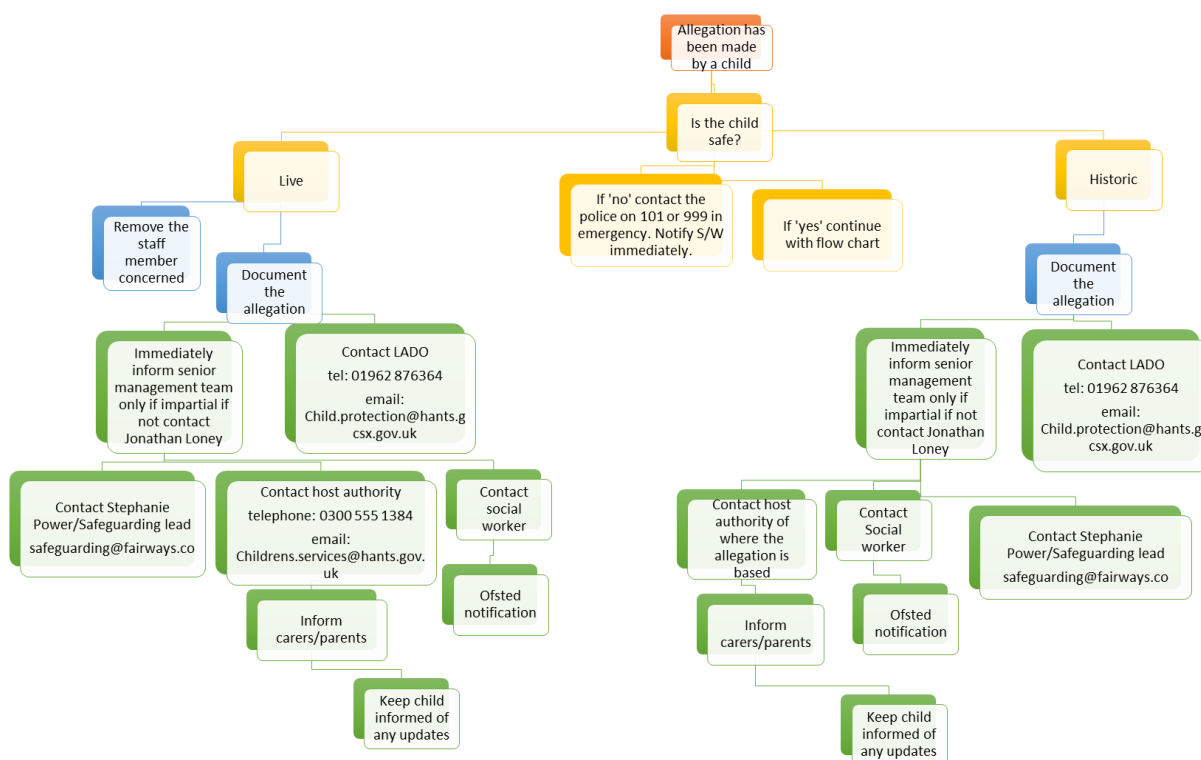
Our aim is for staff to be trained in the prevention of radicalisation and are committed to actively promoting the spiritual, moral, social, and cultural development of children in line with British values. The staff are trained to spot signs of behaviour which undermine British values and have clear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

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

- Sexual exploitation through street grooming
- Online sexual exploitation

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

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



tool as part of the initial induction into the home for the children.

It is not uncommon that some children, especially those in a group living situations, will attempt to use bullying tactics at some time. The reason for bullying has no validity. Fair Ways believes that all 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. 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 child bully is usually unhappy and has very low self-esteem).
- 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.

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

Anti-discriminatory practice and children's rights

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

All our children's homes are committed to promoting a positive and diverse culture in which all children and staff are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex, or sexual orientation.

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

At Garden House we encourage all children and staff members to develop respect for themselves and for others, encourage and support children to understand their rights and be well-informed about ways to challenge discrimination whilst fostering positive attitudes and relationships and a shared sense of cohesion and belonging.

Children placed at Garden House will be cared for by staff who have been suitably trained in all aspects of equality and diversity including legislation and their responsibilities through online training as part of their induction programme.

If you would like information on the rights of a child:

<https://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england>

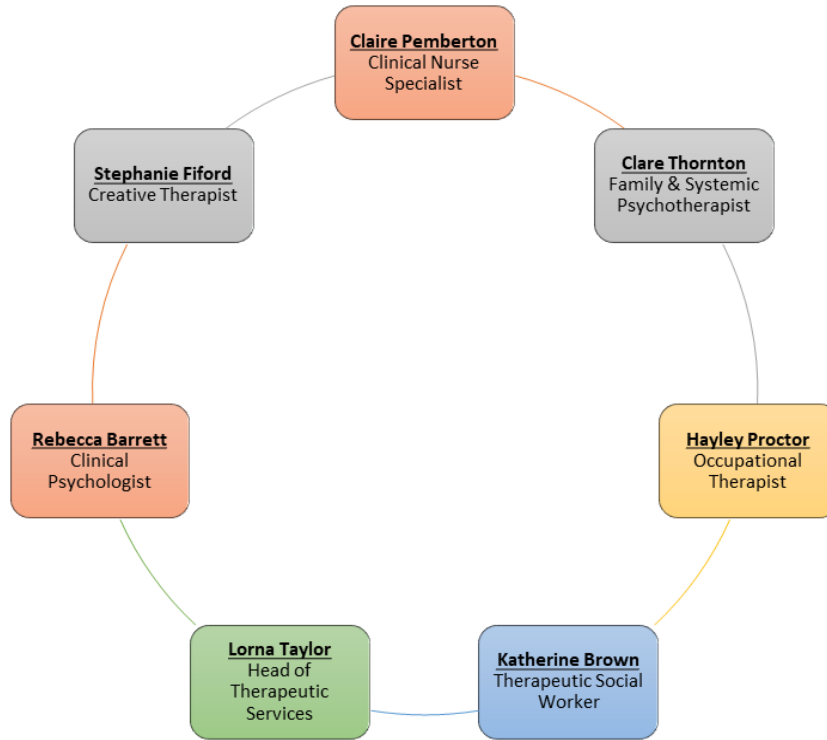
Policies

If you would like any of the Fair Ways policies or a copy of the location risk assessment then email policies@fairways.co or alternatively if you would like any other help with policies or risk assessments then email Fey.Audin@fairways.co who would be happy to help you with any issues. If you would like any of these documents in an alternative language these can also be requested.

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 children receive the most appropriate support and evidence based interventions to help meet their needs. The Hub will deliver specific, time limited evidence-based interventions where appropriate following a comprehensive clinical assessment.

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



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

The makeup of the Hub's Clinical team can be seen above in but also the qualifications, supervisors and accreditations for the hub staff can be requested via the clinical lead at lorna.taylor@fairways.co

Therapeutic Statement of purpose: Fair Ways, Garden House

Garden House will endeavour to follow Dan Hugh's and Kim Goulding's models of trauma informed care specifically The House model of parenting, PACE and attachment.

Dyadic Developmental Psychotherapy (DDP) underpins these therapeutic modalities with all the senior management having already undertaken DDP Level 1 and 2 training, as well as some of our support staff. There is the aspiration to provide all the Garden House staff this opportunity. We have followed the most recent house model of parenting as discussed in Healing Relational Trauma with Attachment-Focused Interventions (Hughes, Golding & Hudson 2019) and created our own version of this outlining how we intend to meet the different aspects of the theorised model of care.

Garden house – House Model

Thinking, feeling, and Behavioural choices IOC meetings, Key Work sessions community meetings highs and lows			
Supporting feelings and containing behaviours Key work sessions, reflective conversations/reatunement		Praise and rewards Reward Log Reward box Weekend colours	
Supporting Behaviour			
Stepping Aside from confrontation	Connection before correction	Empathy before discipline	Remain Calm, Avoid Battles
Structure Planning activities 4 o'clock meetings Weekly hand overs Now and Next Boards Regular attendance with education Garden house anchor points Rules, boundaries and colours Daily Routines and set menus		Supervision Clinical supervision TAC meetings Group supervisions and debriefs Monthly reflective practice Regular supervisions Caring and sharing	
Parenting with PACE			
Playfulness	Acceptance	Curiosity	Empathy
Regulate emotion Make sense of experience			
Rest, relaxation, Reflection. Protected weeks off	Looking after yourself Health shield Healthy lifestyle	Support to manage stress. Caring and sharing Company Yoga Mindfulness Mondays	
Helping children enjoy relationships			
Family Supporting contacts Phone contacts	Friends Play dates	Education Attending parents evenings	Hobbies Core values to engage with hobbies
BUILDING RELATIONSHIPS			
Rituals Holidays Sunday Roast Weekly swimming One meat-free meal a week	Belonging Christmas day dinners Holiday Post Cards Garden House Family Tree Personalised bedrooms		Claiming Body map Paving stone YP development plans Transitional items
Family Atmosphere			
Afternoon tea Community meetings	Sunday group activity Weekly room tidies	Dinner times Movie night	Settling time
Bedtime stories/audio books		Supper time & dressing gowns	
Attunement			
Acceptance emotional support and empathy	Interactive repair.	Keyworker sessions Feelings board	Reflection understand yourself.
Empathy		Curiosity	
Secure Base			
Food and Water	Shelter	Containment	Safety

Engaging with the wider system

We make every effort to effectively engage and work with relevant persons involved in young children’s care with the aim of making sure that each young person’s needs are met. We seek to work with all parts of the wider system that can assist in meeting the needs of the young children throughout their stay with us. Throughout this Statement of Purpose, it expressly names and discusses a number of outside persons with whom we currently or plan to work alongside for the best possible outcomes for our children.

Religious and cultural needs

Upon admission, enquiries are made into the religious background of each child. Careful consideration is given with respect to the practice of any religion and/or faith. If requested and wherever possible arrangements are made to ensure that the child can maintain ties to his/her religious heritage, for example, by helping them connect with local religious groups, providing for special dietary or clothing needs etc. Within the local towns and surrounding cities there are provisions for all the major faith groups, and we would relish the responsibility of helping our children access and continue along their religious journeys whilst placed at Garden House. In line with supporting many differing religions and/or faiths there are many local provisions where we would be able to source and provide halal and kosher products or any other religious dietary needs. As a staff team we would undertake and understand the important role that we would play in supporting the religious and cultural needs of our children and would educate and learn how we can best support these needs. Apart from food, we would promote the acquiring of appropriate clothing as well as personal care and we have a cultural calendar where we aim to celebrate religion, culture, and inclusion. If you require the statement of purpose in another language, then email: hello@fairways.co who will help.

Fire Precautions

At Garden House it is the responsibility of the Manager to ensure the day-to-day safety of all persons residing at, employed in or in any way using the premises. We endeavour to achieve this by ensuring that:

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

In the event of a fire:

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

Business Continuity Planning

At Garden House we feel it is prudent to have an emergency contingency plan for events that affect the consistent and successful management of the home. We have identified several alternative working systems and potential facilities for an event where the homes' operational ability is partially or fully jeopardized. In recent times we have made further preparations and plans including additional training for staff and children on infectious diseases and best working practices to minimize cross contamination. We have kept the key decisions and action points that we have made in a chronology file and these documents can be viewed upon request from hello@fairways.co

Staffing matters - Arrangements for supervision, training, and development

Every staff member that works at Garden House will be expected to either have achieved or be in the process of attaining the Level 3 Diploma for Residential Childcare. As per the regulations this must be achieved within a two-year time period from the start of their employment. This is part of the work force strategy that not only aspires to promote professional growth and development from within the home but also to keep clear records of the training and continuing professional development needs and achievements of those employed in the home. We feel we achieve this through our clear training matrix which highlights both staffing training needs and further areas for training and development.

The Garden House staff team is made up of a mix of both genders which is positive for the children in our care to build relationships and learn to interact and can relate to in this dynamic. This also reinforces anti-discrimination and enables us to



work with those children that find it problematic to relate to one or either of the sexes due to their experiences in childhood. The home runs a whole-time working pattern of week on, week off with two staff teams.

Staff work six longer days in a 14-day period and consist of one team leader, one senior support worker and up to four support workers on each team. The two waking nights work a pattern of 4 on, 4 off. We use several bank staff to fill gaps such as holidays and sickness. All these staff are overseen by Linsay Smylie our Deputy Manager, Chris Hayward our Registered Manager, Bret Noades the Head of Service & Responsible Individual and Jonathan Loney the Director of Residential and Family services.

Chris Hayward or Linsay Smylie take a lead in ensuring the staffing team at Garden House consistently follow the home’s policies and procedures for the benefit of the children in the home’s care. There should be clear lines of accountability which is shown in the staffing structure below.

There is currently a clear on-call procedure for the management team with both Manager and Deputy Manager taking it in turns a week at a time to provide on call responsibilities. Both Chris and Linsay will cover each other’s absences with Bret and Jonathan providing oversight and support if required and in the absence of one or both of the Deputy and House Manager. However, as of 06.02.23 Garden House will be joining the residential on-call system, being on-call one in every six weeks. This is shared between Chris Hayward and Linsay Smylie (Garden House), Pawel Skraba and Chrissie Reed (Manor Farm Cottage), Ben Hancock and Sharon Blackall (Portchester Road).

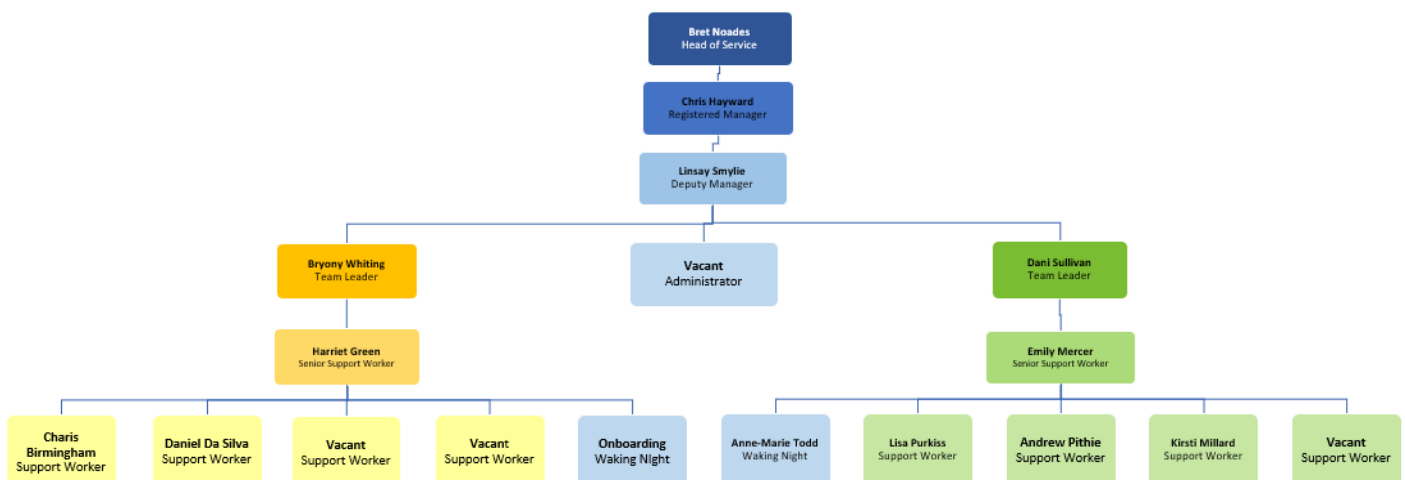
At Garden House, any staff member placed in charge of the home and other staff in supervisory roles such as shift leaders will have completed both their induction workbook as well a shift leader competency.

Supervision is used as a forum for the sharing of information of case discussion providing space and time for staff to reflect and develop their practice. There is an expectation that supervision is a two-way process, and each staff member should attend supervision with a thought-out agenda. Supervision ensures that standards of service delivery are maintained and developed. It assures children and their placing authorities that Fair Ways is accountable for their staff’s work practices.

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

New staff members follow a detailed induction process and benefit from fortnightly supervision. As part of the induction process staff are trained in core areas such as child safeguarding, first aid, fire safety, food hygiene, care of medicines, health & safety, equality and diversity and team teach which includes the safe management of physical intervention.

The Team





Registered Manager

Chris Hayward

BA hons (2:2) Adventure education
BTEC National diploma in outdoor sports
 QCF Level 3 Health and Social Care Children and young people.
Level 3 diploma in leadership and management ILM
 QCF Level 5 Health and Social Care Children and young people.
DDP Level 1+2 (dyadic development psychotherapy)
 BSUPA instructor (Paddle board)
 RYA Powerboat and Safety Boat Qualifications
 8 years working within Residential Care homes
 1 Year working with pastoral team in SEMH educational provision

Team Leader

Danielle Sullivan

Master's in education (social justice)
BA Hons Childhood and Youth Studies
 Level 3 Residential Childcare
3 years residential childcare experience
 DDP Level 1+2 (dyadic development psychotherapy)
 Group TheraPlay

Senior Residential Support Worker

Emily Mercer

3 years previous residential experience
Degree performing arts (Dance)
 Understanding autism course
 Arts award training
Level 1 DDP (dyadic development psychotherapy)
 Group TheraPlay
Enrolled on QCF Level 3 Residential Childcare

Residential Support Worker

Lisa Purkiss

Bachelor's degree in Music/Drama
8 years head of Performing Arts in a secondary school
 20 years+ teaching experience
Plays ukulele and piano
 Group TheraPlay

Residential Support Worker

Andrew Pithie

A Level in Psychology and Sociology
 NCFE Level 3 Diploma in Management
 Asst Scuba diving instructor

Residential Support Worker

Kirtsy Millard

Level 3 Business Administration
Enrolled on QCF Level 3 Residential Childcare
 2.5 years residential experience

Residential Night Support Worker

Anne-Marie Todd

QCF3 children's and young person's workforce
Residential children's home 8 years' experience.
 6 Years' experience in a residential EBD setting

Deputy Manager

Linsay Smylie

BSc Childhood Studies (2:1)
NCFE Level 3 Diploma for Residential Childcare
 BTec Level 3 National Diploma in Children's Care, Learning and Development
Group TheraPlay
 Makaton Foundation Award for Professionals
12 years' experience working with children – 5 years of those with children in residential care
 DDP Level 1+2 (dyadic development psychotherapy)
Enrolled on Level 5 Children's, young people and families manager

Team Leader

Bryony Whiting

10 GCSEs grade A*-C
Level 3 Diploma in Child Care and Education
 First class Honours - BA Hons in Primary Education (5-11 years) with QTS
8 years' experience teaching in a mainstream primary school with a resourced provision for SEMH needs: Maths, science and CLA Co-ordinator roles within position
 Group TheraPlay

Senior Residential Support Worker

Harriet Green

15 years' experience teaching children to horse ride and stable management
BHS stages 1, 2, 3 & 4, as well as BHSAI
 Previous boxing coach for children and young people

Residential Support Worker

Charis Birmingham

BSc Psychology (2:1)
 A Levels in Biology, Psychology & Philosophy, and ethics

Residential Support Worker

Daniel Da Silva

BSc in Banking & Finance
 Business, Economics & Accounting A Levels
 1-year voluntary work with children

Residential Support Worker

Recruiting

Residential Night Support Worker

Onboarding



Level 1 mental health awareness course

Aims residential training.

Level 3 bereavement training

Level 3 teaching assistant

Level 1 DDP (dyadic development psychotherapy)

Group TheraPlay

Administrator

.**Recruiting**

Summary of Garden House overarching aims:

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

In responding to the individual needs of the young person, the home will at all times operate within the framework of the Children Act 1989, Children Act 2004, the Quality Standards (2015), Children's homes regulation (2015), The Social care common inspection framework (SCCIF) and Fair Ways' own childcare policies.

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

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

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