



Statement of Purpose and Function  
Lower Nichol's Nymet Farm (Known as Lower Nichol's Farm)



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## Quality and Purpose of Care

The Statement of Purpose for our home is written in line with Schedule 1, Regulation 16 of the Children's Home (England) Regulations 2018 and is designed to accurately reflect and describe what SW Education & Care sets out to provide for the children and children and young people living in the home. The Statement of Purpose is reviewed at least annually and at other times of change in the operations and/or staffing of the home, to ensure it continues to reflect best practice in children's residential care.

### **1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation for.**

Lower Nichol's farm is registered to provide care and accommodation for 2 children and young people requiring short-term placements, the time scale is based on individual need, and we will support a young person until they are ready to move on. Whilst the home is registered for 2 young people the agreed plan is for one young person to be supported here for up to a year with two to one support and second placement will only be considered depending on the risk assessment at a later date. Lower Nichol's Farm is registered to provide care and accommodation for children and young people with social, emotional and/or mental health difficulties (SEMHD) as a primary need. The age range of children supported is 12- 17.

Wherever possible placements will be planned in advance, transition is a key feature of our provision, and we believe this enables planning to be child focused and establishes relationship building prior to placement. However, if the home has availability, the home is able to make emergency placements providing a compatibility impact assessment is completed and appropriate matching is agreed by all parties prior to any move.

### **2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them**

The underlying ethos and philosophy of Lower Nichol's Farm is that all children and young people have the right to caring and understanding support in a safe environment; in which they can be encouraged to start to build a positive sense of self-worth and confidence to reach their potential. All those in our care are supported to feel valued and loved, to develop improved self-awareness and regulation, have access to informal education and to identify their individual strengths.

At Lower Nichol's Farm we offer a unique form of care and intervention, based on our Trauma Recovery Model (North & Sheppard, 2022) where children and young people live in a family model children's home but have significant access to outdoor activities and therapeutic parenting. Our placements will provide the opportunity to build trusting relationships with skilled adults, to be assessed through participant observation, informal and formal assessment whilst benefitting from core subject teaching if required, and psychological intervention as required to meet individual needs.

We work in partnership with children, young people and their families, and encourage multi-agency working to meet individual need, enabling the children and young people who reside with us to achieve their full potential and to prepare them for the future. At Lower Nichol's Farm we recognise the importance of choice, dignity, and respect for all children and young people in our care, together with the need for them to be valued members of society. The core values of all decisions, interventions, and interactions will be the safety, welfare, and positive regard for each child.

In order to promote the physical, social and emotional development of each child and young person, our staff team will receive training specific to their need to complement our extensive basic training. Our staff will seek to understand the individual child's needs, through person centred planning, support, and establishment of clear goals.

The views of children and their right to be heard in relation to their daily living experiences, is valued and promoted, through regular participation and consultations. Our open ethos, allows for daily 'family' style discussions and keywork support sessions are discrete and focused.

### **Our aims**

Children and young people placed in our care will generally have suffered severe childhood trauma and often be moving from Tier 4 placements or secure accommodation or may move to Lower Nichol's Farm to prevent Tier 4 step-up. Trauma experiences will have led to manifestations of their thoughts and feelings through anger, violence, self-harm or communications through challenging behaviours. They will often demonstrate a mistrust of adults and are likely to have placed themselves and/or others at risk.

We will provide a safe and caring environment, catering for children and young people of who have complex emotional and behavioural difficulties, through person centred practices and services that will enable each individual child or young person opportunity to fulfil their potential and support positive transitions and futures.

We aim to build resilience through positive and trusting relationships. We will provide opportunities to improve self-esteem and help to promote social, emotional and academic outcomes.

We will achieve this through:

- Ensuring that the views of children and young people are central to everything we do
- Being open, honest, and transparent, in both communication and action
- Supporting each individual to have opportunity to reach their individual potential
- Building trusting professional relationships and provide consistent care and support.
- Promoting and being responsive to need and new opportunities
- Being an outstanding employer; whose staff are informed and empowered in their decision-making and who are passionate about achieving positive outcomes for those we support

## **2. A description of the accommodation offered by the home**

Address: Lower Nichols Nymet Farm, Bow, North Tawton, North Devon, EX20 2BW

Lower Nichol's Farm represents a most individual and deceptively spacious family farmhouse with substantial accommodation providing period features, including double glazed casement windows, spacious rooms, stained glass external doors, attractive fireplaces, bay windows and tiled flooring in the kitchen.

The home is situated close to the small town of Bow but a short drive in the surrounding area that can take you to a number of bigger locations like Crediton or Exeter which have a lot more to offer and follow the same route of the A377 enabling access to more various areas of interest which also provide transport links to support home visits.



The accommodation comprises a very welcoming entrance hall, leading to the right is a large sitting room with wood burning stove and French doors to the garden, joined by second reception room leading to a large conservatory area (craft room), plus a second smaller conservatory, back in the hall there is a ground floor shower room and a study/meeting room.



To the left is a well-appointed large kitchen/breakfast room. The kitchen opens through to a separate pantry, extra bathroom and boot room which has access to the rear garden. The first floor has access by two staircases which leads to a spacious landing, three large double bedrooms all with en-suite bathrooms and an education room.



The rear garden has a lawn area that leads to an outhouse (Gym and toilet), decking stairs leading to a seating area which this space offers itself to games and summer barbeques and access to living room.

The front of the property has adequate parking spaces, a few tall trees with a swing, feature dovecot, a seating area in front of the kitchen with access to kitchen and a sectioned off area for growing fruits/vegetables.



While Lower Nichol's Farm is fully supported with internet access, children and young people are only able to access this in agreement with their care plan and will be fully supported by their team if required. The Manager is supported by the Senior Management Team.

#### 4. A description of the location of the home

The home is within the thriving village of Bow located in Devon, England and the town has a population 1247 people. There is good public transport to the local towns of Barnstaple and Crediton as well as the regional capital of Exeter; each of which offer a range of all the usual amenities including museums, libraries, sports centres, post office, shops, a variety of schools, colleges and restaurants. There is a variety of places to worship and enhance cultural provision, from a variety of cultural backgrounds.

Thanks to the location of the home is near to, one of only 12 worldwide surfing reserves, with easy access to the national park of Exmoor and the local North Devon beaches we are able to provide a range of outdoor activities with qualified instructors, to help promote healthy living, confidence and self-esteem. We can go surfing at Saunton Sands, mountain biking or mountain boarding on Dunkery Hill (highest point on Exmoor), walking on the South West Coast path (England's longest coastal path), climbing on the famous Baggy Point slab in Croyde Bay and fishing in the Atlantic Ocean. We also have access to indoor climbing centres, horse riding, paddle boarding, kayaking and orienteering.



#### 5. The arrangements for supporting the cultural, linguistic and religious needs of the children

In line with our company policy and procedures relating to Equal Opportunities and Diversity, we will ensure that children and young people are encouraged to explore, celebrate, and take pride in individual cultural and religious identity. The Lower Nichol's Farm team will treat our children and young people as individuals and encourage a positive self-image, through treating them with dignity and respect.

From the point of referral, the individual needs of each child and young person are explored and identified as part of the home's compatibility and matching assessment process. This process gives full consideration to the wishes and feelings of children and children and young people's in particular to their identities, backgrounds, cultures, religion and gender, as well as any communication, linguistic and dietary needs.

Children and young people will be provided with practical, educational, and social activities that promote diversity, ethnicity, and religious needs such as personal care items, food/dietary needs and play items, attending events and individually selected activities. Children and young people will be supported to maintain their religious, cultural, and social activities both through practical and financial help but also through the valuing and promotion by the team of these activities.

All team members will be trained in equality and diversity to ensure they have a basic understanding of the main issues and value diversity.

## **6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy**

If a Young Person or any significant other feels there is reason for complaint, they may do so using the Local Authority's own procedures or those of SW Education & Care Ltd. They may complain directly to the home's Registered Manager, Operations Director or SW Education & Care's complaints officer, Andy Simms.

Complaints can be made to him in writing, by email or by phone. His contact details are as follows:

Andy Simms

Tir Na N'Og, Fitzhead, Taunton. TA4 3LA

Email [andy@swedandcare.org](mailto:andy@swedandcare.org)

Tel: 01823 765078/07432 047089

All complaints will be responded to within 3 working days of them being received by Andy or a member of the management team. If an investigation is required, all investigations will endeavour to be completed and all parties responded to within 28 days.

If any child or young person feel that they have been treated unfairly or inappropriately in any way, they can complain to any member of the team with whom they feel able to speak freely. If a child or young person wish to make a complaint to a person outside the company, they may do so to their own Social Worker, an Independent Advocate, Child Line, an Ofsted Inspector, Independent Visitor, a parent, or any other persons that they choose.

Information on how to make a complaint is visible and available in the home along with information contained within the children's guide.

Additionally, each child has the relevant telephone numbers of, and knows how to contact their Social Worker, IRO, or the Children's Commissioner (as appropriate). It remains our policy that we endeavour to resolve complaints internally wherever possible, but when complaints need to be taken on a formal level, the Complaints Procedure may be called upon. In the event of the matter being unresolved then the Independent Visitor may be contacted.

The home's complaints policy can be accessed by making a request to any member of staff or visiting our website [www.swedandcare.org](http://www.swedandcare.org)

## **7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy**

Our Safeguarding and Positive Behaviour Support Policies are available on the secure area of the website [www.swedandcare.org](http://www.swedandcare.org) together with other key policies, or the person(s) wishing to access this information or our wider home or organisational policies and procedures can do so by requesting this through the Registered Manager.

## Views Wishes and Feelings

### 8. A description of the home's policy and approach to consulting children about the quality of their care

#### **Consultation:**

All children and young people will have a Person-Centred Placement Plan 'My Plan', which is a 'working' document that clearly outlines their individual needs, areas of skills to be encouraged and developed, and future goals, these are reviewed, and progress RAG rated every month. Children and young people are fully consulted and supported to participate in the drawing up of these plans, and how they are implemented and progressed. Children and young people's views wishes, and feelings are recorded on the plans and any updates and amendments are discussed prior to circulation.

All children and young people are encouraged to take an active role in their statutory Local Authority Reviews, from the initial decisions in respect to who should be invited and reviewing the recommendations from the last review, to setting the scene for the current review by completing a pre-review support session. Following the review, the young person will complete a post review session with a member of the team for them to review and understand the decisions that were taken. Feedback is sought informally from young people on a regular basis and formally twice a year as a minimum.

#### **Participation:**

There are age-appropriate booklets within the home to support the children and young people's understanding of the purpose of the home. These include the 'Children's/Young Person's Guide' which is tailored to meet the needs of those within the home, such as 'easy read' or translation to a child's first language, as necessary, that support the participation of the children and young people.

As part of the daily running of the home, the children and young people are consulted on areas such as choice of menus, environment, holidays, activities, incentives etc. The children and young people are encouraged join team meeting where possible and to feed back to the team, to promote participation, responsibility and reasoning skills. Negotiation and compromise between young people in the home is also encouraged as these skills reduce conflict and are a necessary part of adult life.

In addition to this the home has a child friendly questionnaire for children and young people to complete in relation to the quality of care they receive and any changes they wish to make This questionnaire can be done anonymously by the children and young people if they choose to do so.

### 9. A description of the home's policy and approach in relation to

- (a) Anti-discriminatory practice in relation to children and their families
- (b) Children's rights

#### **Anti-Discriminatory Practice:**

Lower Nichol's Farm is committed to treating all individuals equally in all aspects of our work, and we will endeavour to promote Equal Opportunities with all organisations and individuals with whom we work. It is our aim to ensure that all employees celebrate and value the diversity of individuals and seek to promote equality of opportunity for all. Our practices seek to eliminate discrimination of any type, particularly on the grounds of race, gender, sexual orientation, ethnic origin, age, disability, religion, and socio-economic background, fostering a culture of mutual respect and understanding for people from different racial, cultural, and religious groups. All team members are fully expected to work within the organisation's policies and procedures in relation to anti-discriminatory practices and equality and diversity of opportunities.

Our teams treat all children and young people, visitors and employees with respect and dignity. We seek to provide a positive working and learning environment free from discrimination and harassment, which promotes equality of opportunity for all, to assist our children and young people, families, and the team, to access supports and fulfil their potential.

We believe that often racism, sexism, gender bias and non-tolerant views can stem from lack of understanding. We aim to use activities and learning opportunities as a tool to inform and educate all those we support.

### **Children's rights:**

Children's Rights are promoted, and each child/young person has individual details of their own local authority 'Children's Rights Service' alongside contact numbers for advocacy and advice lines. Lower Nichol's Farm provides a telephone that is always accessible for children to contact the Children's Commissioner at any time should they wish.

The Children's Commissioner for England promotes and protects children's rights in England. S/he does this by listening to what children and children and young people say about what matters to them and making sure adults in charge take their views and interests into account.

The law says that, in their work, the Children's Commissioner should have particular regard to children living away from home or receiving social care, as set out in Part 6, Section 8A of the Children and Families Act 2014.

The Commissioner is supported in his/her work by a team of staff at the Office of the Children's Commissioner (OCC). Together, they are responsible for the rights of all children and young people until they are 18 years old, or 25 years if they have been in care, are care leavers or have a disability.

## **Education**

### **10. Details of the provision to support children with special educational needs.**

The Operations Director is an ex-Headteacher (SEMHD) and a qualified SENDCo and counsellor, with a MEd (SEMHD/SEND); as an organisation we are passionate about outcomes for all young people and believe barriers to learning should be removed. The Home manager also has experience of teaching young people with SEND.

We comply with the SEND Code of Practice (2015). Our admissions process requires information regarding any SEND, together with copies of EHCPs and recent PEPs to enable us to have a full understanding of the needs of those we support.

We are acutely aware that many children may not have an EHCP despite having significant needs in relation to SEND and will support all children and young people to meet their individual needs. Where this is absent, we will follow the SEND Code of Practice in applying to the local authority.

We will work closely with the placing Local Authority, 0-25 team and IRO to ensure the needs of children and young people are detailed within their care and placement plans. The detailed actions, outcomes and progress will be monitored and reviewed regularly, including the annual EHCP review.

We have high aspirations for all children and young people we support and will work with the Virtual School, SEND CO-25 team and education provisions to ensure their needs are met.

**11. If the home is a registered school, details of the curriculum provided by the home and the management and structure for the arrangements for education.**

The home is not registered as a school and will not provide 25 hours of educational input.

**12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.**

Lower Nichol's Farm is committed to ensuring that all children and young people are supported to access education, which meets their individually assessed needs, as identified in their EHCP or PEP. We believe education is a vital area of the young person's life and sometimes the only stable and consistent factor in the movement between residential care and family life. We recognise that educational opportunities do not just take place within the school or college setting and our staff demonstrate their effectiveness as role models. Our team members actively explore resources for children and young people to participate and develop cognitively, as such children and young people become aware of issues such as the environment and management of personal finances.

Team members maintain regular communications with education providers to share up-to-date information about progress or discuss any problems the child or young person may be experiencing, and how best to manage any difficulties and to work together to strive for the best outcomes for the children and young people in our care. Robust and positive working relationships are encouraged with the school and the child/young person to avoid any unnecessary gaps in school attendance.

When the child/young person's education placement ends we will work with the virtual school to secure transition to a local school, specialist provision or college that would suit the young person's needs or supporting the young person's transition into employment.

Where a child or young person has SEND, we will ensure compliance with the SEND Code of Conduct working with education and health providers to meet individual needs.

There are occasions when our team members may be required to advocate on behalf of the child/young person in our care, which may include attending the school of their choice as far as reasonably practicably possible, to ensure continuity and the best outcomes for them. Appropriate friendships are also important for all children and young people and they are encouraged to make and sustain relationships via community groups, and individual activities.

As an education & care provider, SW Education & Care can provide, where necessary, bespoke packages to meet an individual's need which may include core subject learning with qualified teachers, outdoor pursuits to boost self-esteem and improve emotional intelligence, or access to life skills to support entry into employment and training. The home is supported by the Operations Director as a qualified SENDCo and ex-Headteacher.

### **Enjoyment and Achievement**

**13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.**

Lower Nichol's Farm shows commitment to enjoyment and achievement of children and young people by ensuring that all children and young people are actively encouraged and supported to take part in outdoor and leisure activities within the home, and in the local community, where there are a wide variety of clubs and opportunities.

We provide access to extensive outdoor activities with fully qualified instructors and/or fully licensed adventurous activity providers.

Each child and young person have their own individual bedroom where they can spend time in private to listen to music, read a book, play games or to relax in their own space.

All children and young people are encouraged to participate in the planning of trips, holidays and short breaks, and to identify activities and events they wish to partake in or access both within the home and the wider community.

All children and young people are encouraged to develop and pursue hobbies, interests, and outside activities, including sport, clubs, music etc. Children and young people are also encouraged to take part in extra-curricular school activities. Where a child or young person has a particular gift or talent, we actively encourage the continuation and development of this skill.

Children and young people at the home have access to the internet, this is determined in their Person-Centred Plans and some children and young people may have restrictions placed on access to the internet in line with risk assessments. At present, each young person has access to an individual desktop or laptop, these are secured for age-appropriate content and any browsing is routed through Griffin (IT guardian package).

In order to facilitate the process of individual personal development, the home will identify and source a variety of appropriate community activities, based on past partnership relationships with professional and community organisations. Team members will actively share and encourage the young person to pursue various sports and hobbies and provide them with positive role models to expand their social experiences.

## Health

### 14. Details of any healthcare or therapy provided, including:

- (a) The qualifications and professional supervision of the staff involved in providing any healthcare or therapy
- (b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information, or the evidence can be assessed

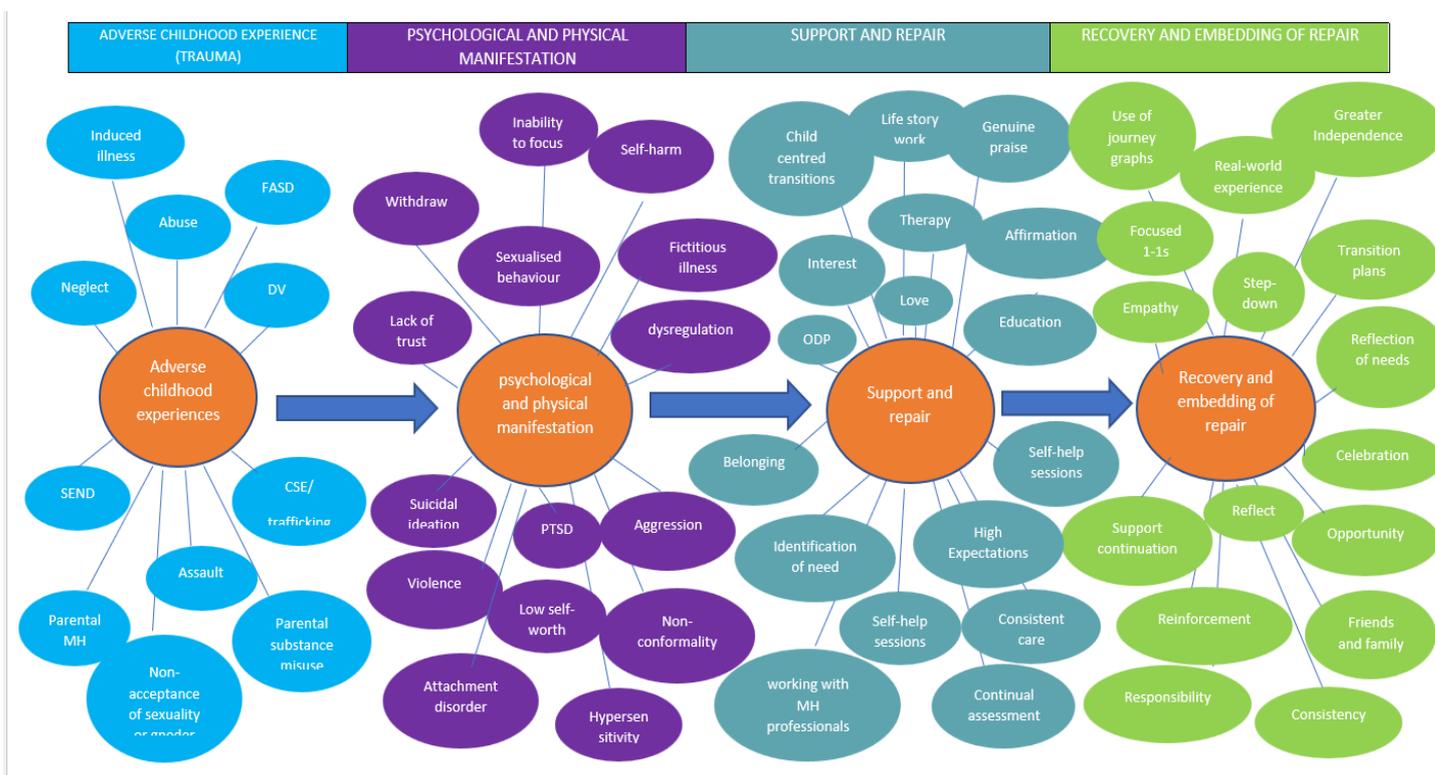
Lower Nichol's Farm strongly promotes the health of children and young people and is committed to delivering provision which encourages and supports a healthy lifestyle, where children and young people are able to make informed decisions and contribute to promoting their daily health care needs. We believe a healthy lifestyle encompasses social, emotional and mental health, together with physical health and wellbeing.

SW Education & Care can provide Child Psychologists, CBT and counselling as appropriate. All staff receive attachment and complex trauma training to provide an understanding of the needs of those we support, together with specialist suicidal ideation and self-harm training and Psychological first aid training is undertaken. Specialist training to meet individual need, such as conduct disorder or epilepsy is provided. Where appropriate we will support access to CAMHS and other medical professions and ensure open professional relationship with our CAMHS colleagues.

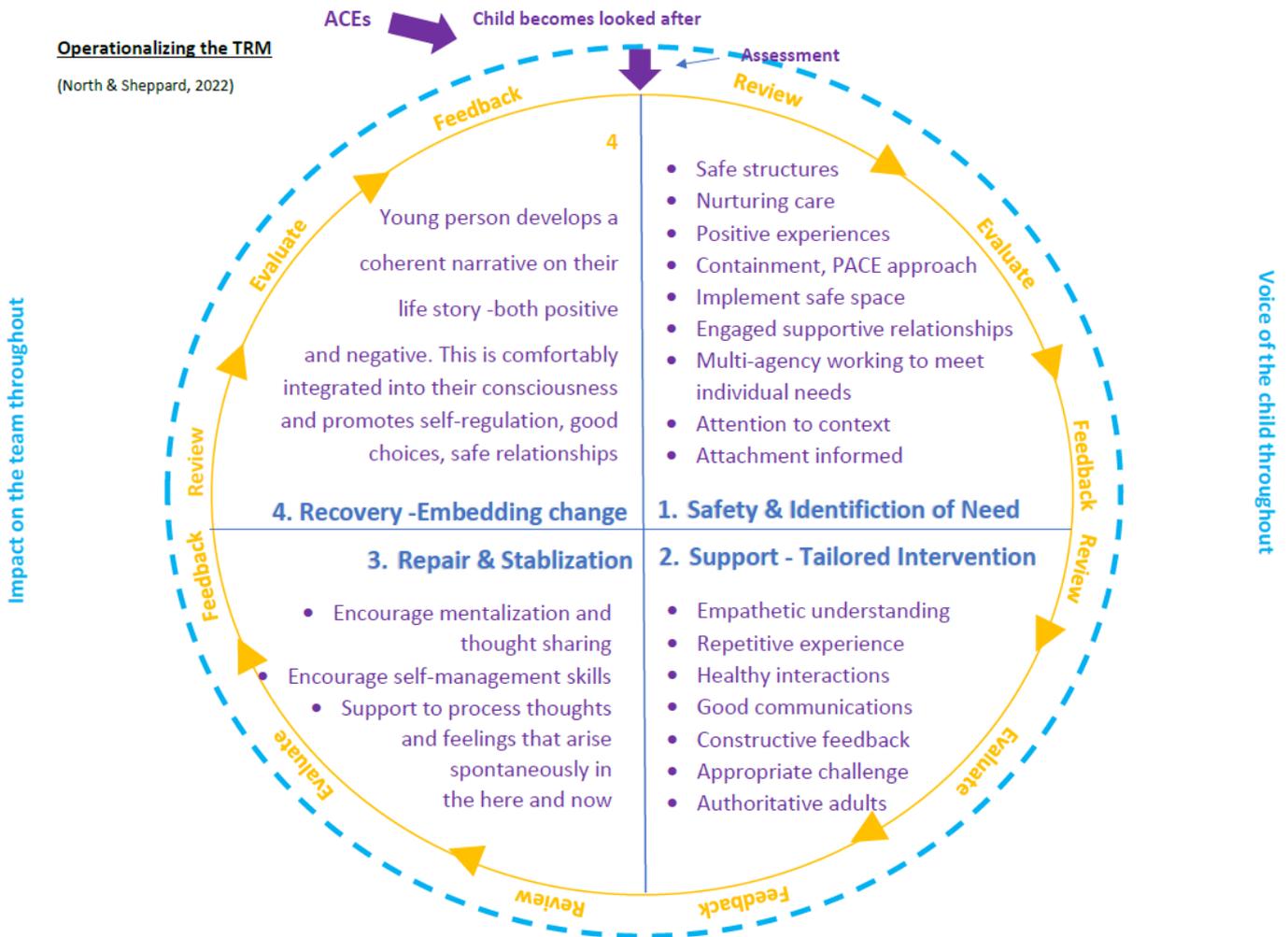
As an organisation SW Education and Care has created its own trauma recovery model (TRM), Our TRM is a synthesis of models, informed by the body of trauma recovery work of Dr B Perry; PACE (Hughes); trauma informed parenting (National Child Traumatic Stress Network; North); attachment aware support (Mead; Treisman and others); and Person Centred practice (Rogers). The organisation is supported by Dr Jo North, M.A. D.Psych. CPsychol. CSci. AFBPsS. as consultant Psychologist, Jo has extensive experience in the field of childhood trauma and has published a number of articles and books; and Operations Director, Kiks Sheppard, MEd (SEND, SEMHD), BSc (hons), Crim. Dip. (open), QTLS,)

MSET, MAPA, FRSA, who is currently undertaking a further advanced counselling qualifications and who has extensive experience in special education and social care relating to trauma.

ADVERSE CHILDHOOD EXPERIENCE (TRAUMA)	PSYCHOLOGICAL AND PHYSICAL MANIFESTATION	SUPPORT AND REPAIR	RECOVERY AND EMBEDDING OF REPAIR
<p>Trauma comes in many forms and the effects are far reaching, below provides some examples of childhood trauma and adverse experiences. Children and young people in our care will have suffered extensive trauma and recovery will take time. Every child is different in their experience and response. For many recognition of the effects of chaotic or unsafe early lives is painful and without support are unable to heal.</p>	<p>Manifestations of trauma and adverse childhood experiences are individual, and conclusions of causation cannot be drawn without a full understanding of the child's history and the child's voice being heard. These manifestations are too often viewed as anti-social behaviour rather than a communication of need.</p> <p>Below are some examples of manifestations of the psychological effects of trauma. These manifestations further compound the feelings of low self-worth and perpetuates the difficulties often leading to multiple placements reinforcing the self-image of being unloved and unworthy.</p>	<p>Repair can only take place where trusting relationships are formed (Perry). This can only be achieved through child centred practice, consistency, and open and honest dialogue with the child at the centre of the process. Leading to empathetic trauma informed care and support.</p> <p>We look beyond the manifestation to help children identify causations and thus allow repair to begin. Below are examples of common support repair strategies, as interventions are individually considered and agreed by need, These are then mapped, monitored and evaluated to ensure the changing needs of those in our care are consistently met.</p>	<p>Identification of causation can lead to further trauma, especially when trauma has occurred in very early childhood. Also, for many learnt behaviours and self-derived coping strategies have been in place for a significant period of their lives, as such embedded recovery and repair is a long-term process. However, with support, love and understanding recovery is possible. This is not simply a behavioural modification, but an understanding of the psychological effects of trauma and utilising strategies that allow for embedded change and improved mental health and outcomes. During this period setbacks are expected as embedding of change is a long process.</p>



As a team, with Dr North an operationalisation of the model above has been created, this demonstrates our working model of recovery.



All children and young people within the home have their individual health needs assessed and identified at an early stage. This is then recorded in their documentation as part of their placement planning.

Areas such as sexual health and substance misuse, together with online safety, CSE, anti-radicalisation and bullying are addressed in an age-appropriate manner and follow national resources to equip children and young people with protective characteristics and enable a safe space in which they can ask questions without fear of judgment. Online and/or one-to-one sessions are provided to meet individual need.

Additionally, resources, advice and guidance are available to the team and children and young people to help inform them how to care and support specific and ongoing needs. The team attend mandatory training and workshops, in order to promote health and well-being. Examples of training are: health & safety, diet & nutrition, administration of medication, first aid, food hygiene, CSE, E-safety, Prevent and promoting equality and valuing diversity. Specific training can also be sourced around individual needs at the point of referral and placement, currently staff undertake up to 120 different courses to meet individual need.

All children and young people will be encouraged to undergo a full medical on an annual basis to establish that the physical health of the young person is satisfactory. Health issues that relate to ethnicity, race, sexuality, faith, and belief are fully assessed in respect of each individual young person and are addressed and incorporated in the young person's 'My Plan'.

The team maintain good working relationship with all health agencies and will ensure they can identify needs of the individual children and young people. All relevant information will be collated and shared with other health professionals and within the staff team, and through supervision with individual staff.

Each young person will have the opportunity for either the team to advocate on their behalf or if required can identify an independent advocate, to represent any specific needs with the placing authority and through the reviewing process. The children and young people will have their plans reviewed on a regular basis through discussions with the key worker where appropriate and other individual staff and managers.

Medication is stored in appropriate locked cabinets, taking into account any controlled drugs as specified under regulatory requirements. All medication is recorded by the team members who administer the individual child/young person's medication. Any young person who requires specialised care, adaptations, or equipment would be risk assessed in order to adapt or make any changes for the young person.

All company policies, procedures, and good practice guidance will be followed in line with the Children's Homes Regulations 2015 (updated 2021). All staff undertake relevant first aid and medication training to administer any medication prescribed to the individual child/young person. For any young person deemed appropriate to self-medicate a full risk assessment will be carried out. The home undertakes a risk assessment procedure before the young person are given responsibility for their own medication (appropriate age and understanding).

## Positive Relationships

### 15. The arrangements for promoting positive contact between children and their families and friends

All team members working in Lower Nichol's Farm are fully committed to encouraging, supporting and maintaining appropriate contact arrangements for all children and young people who live in the home. Children and young people are encouraged to keep in contact with their families, friends and other significant people in line with their Local Authority Care/Placement Plan, and our staff are available to give practical support to make these contact arrangements possible. Arrangements for maintaining contact between the child or young person and their family and friends are explicitly addressed in their individual contact/person centred placement plan.

Where appropriate, our home encourages children and young people's family, relatives, and friends to visit the home (unless this is contrary to the individual placement plan and/or places any of the children and young people and team members in the home at risk of harm). Our residential teams will ensure that these visitors are made welcome and are at ease, and they are encouraged to attend birthdays, Christmases and other social events and activities.

Parents are encouraged to be fully included, by voicing their opinions about how their child's care needs are met; this is actively encouraged and then checked via the young person's social worker to ensure consistency of approach.

At the time of admission and where appropriate, the child/young person's parents/carers are encouraged to accompany their child to the home to help them settle. Parents are given a guided tour, a parent's information leaflet and time is spent discussing what happens in placement.

The team maintain regular contact with parents, families and significant others through a variety of ways such as phone contact, emails and regular written updates, to ensure clear and effective communication.

When the young person's placement plan involves the rehabilitation to the family, our team members work closely with the family social worker and family members to assess progress and to assist the management of the young person. Team members are happy to support parents in the 'parenting task' and are able to attend the family home for supervised contact. Our teams are able to support parents to make adult appropriate decisions in relation to their childcare abilities in caring for their own child/young person.

Further to this, the team at Lower Nichol's Farm recognise that when a child moves into residential care they can feel different from their friends and miss many of their comforting experiences. In order to normalise their experiences and to help them maintain peer relationships from outside the home, children and young people's friends are encouraged to have appropriate agreed contact with friends and encouraged to make new friendships locally.

## Protection of Children

### 16. A description of the home's approach to monitoring and surveillance of children

Whilst the ethic of our work is to provide a safe, caring, and respectful environment for children, the team remain alert to the possibility of inappropriate behaviour by colleagues and children. (This could be sexual, physical and emotional abuse, neglect and could include peer abuse, bullying and substance misuse). Team members will be alert to potential abuse inside and outside of the home.

Staffing needs together with observation arrangements are agreed with the placing authority and regularly reviewed.

All children and young people may have an alarm on their bedroom door and also the exterior doors of the property, if this is agreed with both the children and young people and local authority at the planning stage.

Lower Nichol's Farm has a 'Safeguarding Policy & Procedure' which is intended to safeguard all children and young people living in our care and also staff. This policy and procedure is written in conjunction with that of the Safeguarding Tri-Partnership, South West Child Protection Procedures and other government guidance. The policy and procedure provide clear guidance and advice to all team members working in the home on what protocols and actions to take/follow in the event of any allegations being made in relation to safeguarding a child living in the home. This policy and procedure reference other procedures relevant to safeguarding children and young people such as 'Whistle Blowing', 'Safer Recruitment', and 'Complaints Procedures'.

The home Registered Manager Isaac Kirby acts as DSL for the Home

[Isaac@swedandcare.org](mailto:Isaac@swedandcare.org)

T:

M: 07946 098301

The home Deputy DSL is Richard Martin: [Rich@swedandcare.org](mailto:Rich@swedandcare.org) M:

Our home benefits from a Senior Designated Safeguarding Lead (SDSL) who is responsible for overseeing safeguarding matters and managing allegations:

Kiks Sheppard: [kiks@swedandcare.org](mailto:kiks@swedandcare.org)

M: 07432 047094

The organizational Deputy SDSL is Andy Simms [andy@swedandcare.org](mailto:andy@swedandcare.org) M:07432 047089

There is a 24-hour 365 day DSL safeguarding on-call.

Local Authority Designated Officer for Devon

01392 384964

The Registered Manager for Lower Nichol's Farm and the Independent Regulation 44 Visitor undertake monthly monitoring of all safeguarding matters, including allegations and complaints. SW Education & Care have also have a 24 hour on-call system and monthly safeguarding meetings, which enable consultation and advice sharing around any significant events, incidents and concerns, with senior managers and quality assurance personnel. All safeguarding and

causes for concerns data is analysed by the Operations Director and the Responsible Individual for the home has an overview on all safeguarding matters.

All team members employed in the home receive training in the Safeguarding of children and young people, and the protocols developed by the Local Safeguarding Tri-Partnerships (Previously LSCB), together with CSE, Prevent, self-harm and suicidal ideation, online safety and trauma training to ensure that children and young people are safeguarded and protected from harm. Throughout SW Education & Care we promote a culture of vigilance.

### **Bullying**

There is an anti-bullying policy in place in Lower Nichol's Farm that provides clear, explicit, and consistent messages that bullying is unacceptable. We also have an anti-bullying charter in place which is shared with all children and young people. All team members are trained to recognise bullying behaviours, what control measures to promote and implement and how to intervene and address such behaviours.

The day-to-day monitoring of children and young people's actions and behaviour is part of team's supervisory and management processes, in ensuring bullying does not take place, or if it does, is responded to immediately. Bullying issues can be addressed at an individual level through placement plans, risk assessments, behaviour support plans, and specific work such as group meetings, restorative justice sessions, 1-1 discussions, and key sessions with children.

### **Missing and Absent from Home**

Lower Nichol's Farm has a Missing and Absent from Home policy and procedure in place. This procedure is compatible with the Runaway and Missing from Home and Care (RMFHC) protocols and procedures, which are maintained and managed by the Police and/or the Local Authority in which the home is located.

All team members working in the home know and understand these policies, procedures and protocols, and have received up-to-date training in measures they can take to prevent a child leaving the home without permission. This policy and procedure clearly outline the roles and responsibilities of staff working in the home for responding when children are or have been missing from home.

Children and young people that live in the home have an individual protocol in place, when there is an assessed need, that has been agreed with their Local Authority/Social Worker and the Police, where appropriate. This protocol indicates the individual actions the staff and the police take in the event that a child goes absent or missing from the home, in line with their specific safeguarding risk and needs. For example, children at risk of sexual/exploitation, self-harm, persistent absconders. Any child or young person who is absent from the home without consent, but who's whereabouts are known by the team, are protected in line with the home's and their individually agreed written protocol and procedure.

To further, safeguard children and young people:

- Comprehensive individualised Risk Assessments and protocols are in place, which are subject to regular review
- Regular Health and Safety Audits and checks are routinely made in the home, with clear records maintained in conjunction with regulatory guidance
- Multi-agency approaches are initiated to identify and manage risks and active consultations take place with the placing authority and other key people when preparing risk assessments and safeguarding plans
- SW Education & Care have adopted the recommendations and practices of the 'Safer Recruitment' guidelines (Schedule 2). All staff involved with the provision of care for children and young people in residential settings are trained to be alert to the possibility of abuse by other children and young people, visitors, and staff. Our policies and managerial procedures recognise this possibility and try to prevent circumstances arising which could encourage abuse.

- Basic safeguards from 'Working Together to Safeguard Children' 2018 (Updated December 2020) are that children feel valued and respected, and their self-esteem are protected. There is openness on the part of all staff employed in the home to the external world and external scrutiny, including openness with families, other agencies, and the wider community
- There is an expectation within the home that whenever there are safeguarding/child protection concerns, staff will record such concerns accurately and in a detailed fashion

All team members receive training in relation to anti-bullying practices, fire safety, developing risk assessments, CSE training, Missing and Absent from Care. Specific training has been developed to further safeguard children with learning difficulties in order that the staff team understand the additional complexities of safeguarding children who have special needs.

**17. Details of the home's approach to behavioural support including:**

- (a) The home's approach to restraint in relation to children**
- (b) How persons working in the home are trained in restraint and how their competence is assessed**

**Matters relating to the Behaviour of Children living in the Home:**

The rationale behind Positive Behaviour Management techniques is to emphasise positive behaviour support and person-centred planning rather than physical interventions or restraint. The children and young people at Lower Nichol's Farm will each have a detailed risk and behaviour management plan which identifies the potential triggers and difficult behaviours that may be displayed and gives strategies for the effective management of these.

In order to ensure we create a setting that operates positively we will make greater use of rewards and positive reinforcements and only use sanctions where absolutely necessary. Restorative practice is our preference. An example of this would be if a young person was to write graffiti on a wall, they would help staff to clean and/or paint the wall.

The children and young people who live at Lower Nichol's Farm will rarely have been given approval or credit for achievements, or recognition for completing tasks in the past. As such this feedback is essential for personal growth, improved self-esteem and greater self-worth. Team members are aware that children need to be given clear and consistent boundaries.

We are aware that for children and young people who have suffered significant trauma there may be a need to provide more tangible rewards and reinforcements, at least for a short period. Identifying what is important to the child or young person and linking rewards to this may act as the motivator or catalyst for change.

For many children and young people demonstrations of anger as a manifestation of internalised emotions has become a regular pattern and defence mechanism to deal with their overwhelming anxieties. Identifying the causation and addressing the feelings behind behaviours promotes trusting relationships and improves self-regulation. Support from our team members and a non-judgemental approach produces improved behaviours through self-efficacy rather than behaviour modification. It is accepted that this approach may take longer than behaviour modification techniques, however the results are not contextual and thus provide greater stability over time and in various situations.

Knowing and understanding those in their care, team members are aware of how they interact with each other. It is therefore possible to deescalate situations and avoid direct confrontations within the home, which could lead to an outburst of anger.

The safety and welfare of those around are of the paramount importance. Physical intervention is a last resort and will be most effective if done within a context of a caring ethos, where children see the action as that of the adult whose primary concern is for the safety and well-being of the young person. Physical restraint is defined as the reasonable application of the minimum force with the intention of preventing them from harming themselves, others, or from causing serious damage to property. Physical restraint is never used to force a child to comply.

Angry or violent outbursts leave a child feeling low, exhausted and alone. A review of the episode is always timed for when the child has had time to return to baseline, but whilst it is still fresh in their minds to enable open discussions.

### **Use of Force Policy (Physical Intervention) and Guidelines**

Reasoning, discussion and use of de-escalation will always be the first and preferred means of resolving any challenging situation. Physical intervention will only be used if discussion and distraction techniques prove ineffective and there is a real danger that a child or young person will cause serious and/or significant injury to themselves others or cause serious damage to property.

Where previous behaviour indicates that there may be a future need for physical restraint, the manner of restraint to be employed will be discussed and agreed with the individual child or young person, his Social Worker and if appropriate, parents. It will be based on an assessment of the child's needs. The objective will be to establish agreement on the means of restraint as far as possible and the circumstances where this is likely to be needed. The agreement will be subject to regular review.

Physical intervention is intended as an emergency and temporary response to harmful behaviour and will be discontinued immediately the risk has diminished. It will involve the use of minimum force required for the circumstances and child. It will be administered cautiously, thoughtfully and in a manner that will minimise the risk of injury to the child, young person and team member/s.

Team members will only use approved methods of physical intervention. Only team members trained by a licensed instructor are authorised to use restraint techniques. Team members receive training at least once every 12 months. The methodology adopted by SW Education & Care is the STAIR method, the main focus of being de-escalation in the first instance and when necessary, the engagement of a 'positive handling' technique being adopted.

Physical restraint will never be used to:

- Punish
- Gain compliance
- Cause or threaten harm or hurt
- Oppress, intimidate or bully

Records relating to a restraint comply with the following (as detailed in Children's Homes Regulations 2015)

The registered person must ensure that within 24 hours of the use of any measure of control, discipline or restraint in a children's home, a written record is made and kept on file which must include:

- (a) The name of the child concerned;
- (b) Details of the child's behaviour leading to the use of the measure (antecedent);
- (c) A description of the measure used;
- (d) The date, time and location of the use of the measure;

- (e) The name of the person using the measure, and of any other person present;
  - (f) The effectiveness and any consequences of the use of the measure;
  - (g) A description of any injury to the child concerned or any other person and any medical treatment administered;
  - (h) Confirmation that the person authorised by the registered provider to make the record has spoken to the child concerned and the person using the measure about the use of the measure; and
  - (i) The signature of the person authorised by the registered provider to make the record.
- (4) Where a measure of restraint is used on a child the record under paragraph (3) must include—
- (a) The duration of the measure of restraint; and
  - (b) Details of any methods used to avoid the need to use that measure.”.

Where necessary, means of close supervision will also be agreed in the individual child’s my plan. It will never involve containment or locking a child in any room.

Following an incident of restraint or close supervision, an early opportunity will be taken to discuss the incident with the child or young person (debrief) in order to give reassurance and to promote understanding and to explore alternative behaviours for the future.

Team members will receive training in acceptable forms of restraint and will be supported through regular supervision.

Children will have full access to SW Education & Care and their placing Authority’s Complaints Procedure should they consider any incident of physical intervention or close supervision to have been unjust or abusive. All policies and practice regarding restraint and confinement will conform to the requirements of The Children Act 2004 and guidance issued by the Department of Health and Department for Children, Schools and Families.

## **Leadership and Management:**

### **18. Registered provider:**

SW Education & Care

Tir Na Nog, Fitzhead, Taunton. TA4 3LA

### **The Responsible Individual /CEO: Andy Simms, MBA, MA (Education), BSc**

CEO of SW Education & Care.

Andy has over 25 years' experience of leading education and residential organisations in the private, public and charitable sector, ensuring outstanding organisational performance. Andy is passionate about providing stability and opportunities for children in care.

Andy has worked with children and young people of all ages in both formal and informal contexts. He retains an education consultancy (ASA – Andy Simms Associates) and is a governor of a local Secondary school. Andy was Head of the Learning & Development partnership for Devon County Council and has had organisation leadership responsibilities for SEND, Child Welfare Support, School Improvement and Support functions.

He has worked as a senior manager and Director driving forward standards in different settings, his current post is Chief Executive Officer and Responsible Individual with responsibility for SW Education & Care Ltd.

### **Operations Director /Senior DSL**

Kiks Sheppard, MEd (SEND, SEMHD), BSc (hons), Crim. Dip. (open), QTLS, MSET, MAPA, FRSA

Kiks has strong safeguarding, educational and SEMHD qualifications with a track record of more than 18 years of experience in strategic planning and 10 years in secondary education provision. She has extensive experience in the specialist care and education sector in regard to safeguarding, education, therapeutic intervention and quality of provision and is also a qualified counsellor/CBT practitioner, currently undertaking a further advanced counselling qualifications. Kiks is a member of both The American Psychological Association (APA), The British Psychological Society (BPS) and The Association of Child and Adolescent Mental Health (ACAMHS). With previous roles as SENDCo and Head Teacher (SEMHD), National Senior DSL for Children's Services and Head of Quality, she assures quality of provision and supports managers to ensure the needs of children and young people are met. She also provides education guidance and oversees provision within the home. She further supports the home by providing oversight of education provision and provision of life story and timeline support to young people.

### **Registered Manager: Isaac Kirby**

Start Date: 03.05.2022

### **Experience:**

Isaac has worked with vulnerable children with SEND and/or SEMHD for the last ten years, within various roles from Support worker to Senior Practitioner to Registered Manager, including being an approved volunteer for the Duke of Edinburgh award. Isaac is passionate about children and young people being provided with opportunity to reach their individual potential and that the provision of educational experiences in an outdoor environment builds self-confidence, emotional intelligence and is a route to re-engagement with formal education.

He has gained some amazing experience in the role as a registered manager over the past six years, this is demonstrated by his achievements to reach the Outstanding grading with Ofsted and he has clear desires to ensure he supports his team to create a calm and supportive environment in which children and young people in crisis feel heard, supported, valued and can grow in themselves with great outcomes.

## Qualifications and Training:

- NVQ5 leadership and management
- NVQ3 Children and young people
- Childhood Adversity: Recovery, Resilience and Prevention (ACAMH)
- First aid trained
- Outdoor first aid
- Health and safety
- Food Hygiene
- Safeguarding Level 3/DSL
- Fire Marshall
- CSE Advanced
- Equality & Diversity
- GDPR
- Advanced Health & Safety
- Manual Handling
- Reporting & Recording
- Risk Management
- COSHH
- Management of medication
- Asperger's & Autism
- PREVENT
- FGM
- Missing from Home
- Self-Harm & Suicidal Ideation
- Anti-bullying
- Inflection control
- Appropriate adult
- Children's Act
- DOLs
- Supervision & Appraisal
- County Lines
- Trafficking
- Substance Misuse
- When I'm ready
- PBM trainer
- Conflict Management
- Physical Intervention
- Safer Recruitment
- E Safety
- Attachment theory
- Child development
- Complex trauma
- Knife Crime
- PACE
- Nurture
- County Lines
- Eating Disorders

- Quality Standards
- Motivating & Managing in Therapeutic Children's Homes
- Capability, disciplinary & Grievance
- Sexual Health
- Care planning
- LBGT
- Black Lives Matter
- Positive identity & self-esteem
- Mental Health Problems in Children & Young People
- Mental Health Development Risk & Protective Factors
- Mental Health – Assessment and Treatment
- Life story work
- Transgender diversity
- Post 16 pathways
- Unconscious bias
- Psychological First Aid
- Developmental Trauma vs Neurodevelopmental Disorders
- DBT
- Mediation & RJ
- Impulsive behaviour
- Therapeutic approaches

## 19. Details of the experience and qualifications of staff, including staff commissioned to provide education or health care

**Deputy Manager:** Richard Martin

**Start date:** 03.05.2022

**Experience:** Richard has wide ranging experience supporting children in young people in some of the most deprived areas of Bristol, both as a local authority care worker and youth worker. He also ran his own charity providing outreach work in Knoll West, Bristol. He is educated to master's Level and has almost completed a level 5 leadership and management NVQ qualification, however this pertained to charity work and will be completing a children's and young people appropriate NVQ 5 with SWEC. Due to his previous role is skilled at forming trusting relationships and engaging young people. He is caring and focused on improving outcomes for those he supports.

### Qualifications and Training:

- NVQ3 Youth Work
- ADHD
- ASC
- Complex trauma
- First aid trained
- Advanced Health and safety
- Food Hygiene
- Safeguarding Level 2
- Fire Safety/Marshall
- PREVENT
- FGM
- Advanced CSE
- GDPR
- Equality & Diversity
- Manual Handling
- Anti-bullying
- Care planning & key working
- Management of medication
- Conflict Management
- Physical Intervention
- E Safety
- Epilepsy & Seizure
- Attachment theory
- Child development
- County Lines
- COSHH
- Drug & Alcohol awareness
- Missing from Home
- Self-harm & Suicidal Ideation
- Lone Working
- Health & nutrition
- Knife Crime
- Infection Control
- Attachment theory

- Child development
- Complex trauma
- Conduct disorder 1&2
- LBGT
- Complaints
- DOLs
- Care Act
- Black Lives Matter
- Positive identity & self-esteem
- Complaints
- DOLs
- DSL
- Quality Standards
- Supervision & appraisal
- Managing and motivating staff teams
- Transgender diversity
- Positive Identity
- Appropriate Adults
- Post 16 pathways
- Preparation for independence
- DBT
- Impulsive behaviour

**Deputy Manager:** Tina Taylor

**Start date:** 11.07.2022 (Tina is transferring to the new sister home from the 19<sup>th</sup> October 2022)

**Experience:** Tina is an extremely diligent and hardworking person. She has completed a foundation degree in Health & Social Care and is passionate about working with children and changing their future for the better. Her previous roles have been working for a family assessment centre, probation service, primary care settings, children's homes, prison, recovery, a mental health home and secure unit. Her ethos is to support young people in an environment that truly puts the children first and at the heart of what they do.

**Qualifications and Training:** (*training will be ongoing through induction period*)

- NVQ Level 2
- Foundation degree in health & social care Level 5
- ASC
- Complex trauma
- First aid trained
- Advanced Health and safety
- Food Hygiene
- Safeguarding Level 2
- Fire Safety/Marshall
- PREVENT
- FGM
- Advanced CSE
- GDPR
- Equality & Diversity
- Manual Handling
- Anti-bullying
- Care planning & key working
- Management of medication
- Conflict Management
- Physical Intervention
- E Safety
- Epilepsy & Seizure
- Attachment theory
- Child development
- County Lines
- COSHH
- Drug & Alcohol awareness
- Missing from Home
- Self-harm & Suicidal Ideation
- Lone Working
- Health & nutrition
- Knife Crime
- Infection Control
- Attachment theory
- Child development

- Complex trauma
- Conduct disorder 1&2
- LBGT
- Complaints
- DOLs
- Care Act
- Black Lives Matter
- Positive identity & self-esteem
- Complaints
- DOLs
- DSL
- Quality Standards
- Supervision & appraisal
- Managing and motivating staff teams
- Transgender diversity
- Positive Identity
- Appropriate Adults
- Post 16 pathways
- Preparation for independence
- DBT
- Impulsive behaviour

**Residential Support Worker:**

**Start date:**

**Experience:**

**Qualifications and Training:**

**Residential Support Worker: Amy**

**Start date:**

**Experience:**

**Qualifications and Training:** *(training will be ongoing through induction period)*

- Undertaking Diploma Level 4
- ADHD/ASC
- Complex trauma
- First aid
- Advanced Health and safety
- Food Hygiene
- Safeguarding Level 2
- Safeguarding DSL
- Fire Safety/Marshall
- PREVENT
- FGM
- Advanced CSE
- GDPR
- Equality & Diversity
- Manual Handling
- Anti-bullying
- Care planning & key working
- Management of medication advanced
- Conflict Management
- Physical Intervention
- E Safety
- Attachment and bonding
- Child development
- County Lines
- COSHH
- Drug & Alcohol awareness
- Missing from Home
- Self-harm & Suicidal Ideation
- Lone Working
- Health & nutrition
- Knife Crime
- Infection Control
- Attachment & Bonding
- Eating disorders
- Epilepsy and seizure

- Emerging Personality disorder
- BLM
- DBT
- Impulsive behaviours

**Residential Support Worker:** Alice Roberts

**Start date:** 01.09.2022

**Experience:** Alice a qualified teacher and been supporting in this role over the last 5 years, she has worked with a number of children with SEN, SEMH and a complex combination of trauma and learning disabilities. She has a calm demeanour, and her kindness and care is evident in her approach with attention to detail. She has a desire to make a difference and with her background, knowledge and skills will provide the team with additional resource to support young people to build self-esteem and emotional intelligence through educational activities. Alice will complete her NVQ level 3 with SWEC.

**Qualifications and Training:**

- ADHD/ASC
- Complex trauma
- First aid trained
- Advanced Health and safety
- Food Hygiene
- Safeguarding Level 2
- Fire Safety/Marshall
- PREVENT
- FGM
- Advanced CSE
- GDPR
- Equality & Diversity
- Manual Handling
- Anti-bullying
- Care planning & keyworking
- Management of medication
- Conflict Management
- Physical Intervention
- E Safety
- Attachment theory
- Child development
- County Lines
- COSHH
- Drug & Alcohol awareness
- Missing from Home
- Self-harm & Suicidal Ideation
- Lone Working
- Health & nutrition
- Knife Crime
- Infection Control
- Attachment & Bonding
- Black Lives Matter
- Positive identity & self-esteem

- Transgender diversity
- Post 16 Pathways
- Attachment & Bonding
- Eating disorders
- Epilepsy and seizure
- Emerging Personality disorder
- Psychological first aid
- Mediation & RJ
- DBT
- Impulsive behaviour

**Residential Support Worker:** Megan George

**Start Date:** 24.08.2021

**Experience:**

Megan has extensive experience of supporting children and young people with ASC, PDA, ODD, high anxiety, attachment and sensory processing. Recently working as part the therapy team at a residential school Megan is keen to utilise her knowledge and skills to support young people within residential care whilst continuing her own studies in the field of Psychology.

**Qualifications and Training:**

- Undertaking Level 3 CYP
- BSc (Hons) in Psychology with Child Development
- BPS Accredited Undergraduate
- TADDS Lego Therapy and Social Stories
- SENNS Complex Communication Needs in Practice training including Social Stories, Comic Strip Conversations, Sensory Processing, Use of Visuals
- Understanding Anxiety, Depression and CBT
- Supporting Adolescent Learners: Social and Emotional Wellbeing
- ADHD/ASC
- Complex trauma and Trauma Informed Care
- Physiologically Informed Environments
- First aid trained
- Advanced Health and safety
- Food Hygiene
- Safeguarding Level 2
- Fire Safety/Marshall
- PREVENT
- FGM
- Advanced CSE
- GDPR
- Equality & Diversity
- Manual Handling
- Anti-bullying
- Care planning & keyworking
- Management of medication
- Conflict Management

- Physical Intervention
- E Safety
- Attachment theory
- Child development
- County Lines
- COSHH
- Drug & Alcohol awareness
- Missing from Home
- Self-harm & Suicidal Ideation
- Lone Working
- Health & nutrition
- Knife Crime
- Infection Control
- Attachment & Bonding
- Black Lives Matter
- Positive identity & self-esteem
- Transgender diversity
- Post 16 Pathways
- Attachment & Bonding
- Eating disorders
- Epilepsy and seizure
- Emerging Personality disorder
- BLM
- Knife crime
- Psychological first aid
- DBT

**Residential Support Worker:** Joshua Squires

**Start date:** 12.09.2022

**Experience:** Joshua is a compassionate person with a keen interest in mental health awareness, physical fitness and wants to support children and young people who have experienced trauma in their lives. He has developed his interest to help young people with a Level 3 Counselling in Psychotherapy. He has keen interests in science, nature, marine Biology, travel and likes to explore new experiences and activities. He has a clear drive to be a team player with an empathetic nature and Joshua will complete her NVQ level 3 with SWEC.

**Qualifications and Training:**

- ADHD/ASC
- Complex trauma
- First aid trained
- Advanced Health and safety
- Food Hygiene
- Safeguarding Level 2
- Fire Safety/Marshall
- PREVENT
- FGM
- Advanced CSE
- GDPR

- Equality & Diversity
- Manual Handling
- Anti-bullying
- Care planning & keyworking
- Management of medication
- Conflict Management
- Physical Intervention
- E Safety
- Attachment theory
- Child development
- County Lines
- COSHH
- Drug & Alcohol awareness
- Missing from Home
- Self-harm & Suicidal Ideation
- Lone Working
- Health & nutrition
- Knife Crime
- Infection Control
- Attachment & Bonding
- Black Lives Matter
- Positive identity & self-esteem
- Transgender diversity
- Post 16 Pathways
- Attachment & Bonding
- Eating disorders
- Epilepsy and seizure
- Emerging Personality disorder
- Psychological first aid
- Mediation & RJ
- DBT
- Impulsive behaviour

**Psychology services and professional support provided by Joanna North Associates:**

**Dr Jo North, M.A. D.Psych. CPsychol. CSci. AFBPsS.**

Dr Jo North first registered with UKCP in 1992 after her primary training with The Karuna Institute. She is former Chair of British Psychological Society Psychotherapy Section and is currently Chair of UCKP Children and Young People Ethics Committee. For the last 15 years she has run an adoption support agency, which been rated as Outstanding by Ofsted and in 2017 she won the British Psychological Society prestigious 'Distinguished Contribution to Psychology in Practice' award giving her lifelong membership of the British Psychological Society. She is Author of Mind Kind Your Child's Mental Health (Exisle Publishing 2019), Mindful Therapeutic Childcare (Jessica Kingsley Publishing 2013) and How to Think About Caring for a Child with Difficult Behaviour (Watershed Publishing 2010). She has also written a psychologically based novel which was published in 2020 Jo has worked for the past ten years as an Expert Witness for the Family Court in the United Kingdom completing hundreds of reports to help children who are placed in the care

system. She completed her Doctoral Thesis with the Metanoia Institute in 2010 based on Adoptions at Risk of Failing. Her great loves in life include helping parents to help their children and playing dinosaur games with her Grandchildren.

### Care Planning:

The compatibility and matching of children and young people living in the home will always be of vital consideration in any admission and discharge situation, alongside the homes ability to meet the needs of the child and young person.

The initial referral to the home is usually made by telephone or email from the placement and referral team to Head Operations. Information from the relevant local authority commissioning department/placements teams including any written placement/care planning records are shared and discussed. The Operations Director or Registered Manager is then required to complete a Placement Referral/Impact Assessment that will assess and decide on the child or young person's suitability for placement, which considers the following:

- Details of the referral and issues leading to placement request including any previous 'child in care' history.
- Details of the child and young person's physical, emotional, mental, social and attachment issues/concerns/needs.
- Details of any Safeguarding/Child Protection issues/concerns/needs.
- Details of any current risks associated behaviours and needs.
- Details of any other children and young people living in the home and their compatibility with the referral.
- Consider any additional resources and services that may be required to meet the needs of the referral and/or manage the matching of the referral with any other young person living in the home.
- Can the child and young person's needs be met, directly by the home or in partnership with other agencies and professionals. Consider the homes Statement of Purpose (SOP). (If suitable resources and provisions are not in place then a decision may be made that the referral is not suitable for our home).
- Is there an agreed and viable plan for the child and young person's medium to long-term needs?
- Detail to what extent the wishes and views of the child and young person and their parent (or those with parental responsibility), have been obtained and acted upon, i.e. if the child and young person or parents are unsure or unhappy about the proposed placement.
- Confirm that there is an education placement in place, or that one is being sourced and/or agreed.
- Have the local authority agreed to the funding for the placement (details of what funding is in place/what it covers).

Once the admissions/referral criteria have been fully assessed and considered and it is agreed that our home may be a suitable placement for a child and young person, an Admission Plan will be agreed and implemented. This plan will usually consist of the following stages:

Stage 1: Where possible staff will endeavour to visit a child and young person in their current placement and then invite and encourage the child and young person to visit our home prior to admission. Initial visits to the home by the child and young person are designed in order that they may view their proposed placement during its working day. This will include, time spent with any other young person (if there is one), care-staff and management, as part of the preplacement process.

Stage 2: If the referral proceeds, a planning meeting will be arranged within 72 hours of placement, in which the child and young person, their social worker, parent or carer (if applicable), and any other significant people will be expected to attend. The planning meeting will comply with 'Looked After' requirements in relation to placement/care planning arrangements including:

- Establishing an initial care/placement plan including the key objectives and duration of the placement.
- Strategies to meet the child and young person’s educational, social, emotional, physical, behavioural, health and personal needs.
- Details of any family/significant others contact arrangements agreed in the plan.
- Discuss risk assessments and any specific safeguarding/child protection issues/concerns/needs, with actions agreed and by whom.
- Agree the frequency of social worker visits and reviews of placement.

Care Planning has been further supplemented by a holistic framework, relating to the Bio-Psycho-Social Model, this provides information on presentation prior to admission, admission and present across Bio-Psycho-Social areas and allows tracking of progress and demonstration of changing needs.

### Person Centred Planning and Practice

Personalised care planning is about addressing an individual’s full range of needs, taking into account their health, personal, social, economic, educational, mental health, ethnic and cultural background, and circumstances.

The key elements of good, personalised care planning in our home includes; having a clear purpose/objectives, the availability of timely and relevant information, setting clear goals and outcomes; details of how the individual will be supported to meet preferred outcomes; risk management and contingency planning; and planning reviews. The Registered Manager and staff team will work closely with the children and young people, parents, social workers and any others significant people to ensure all person-centred plans are set out on a day-to day basis to enable maximum progress and achievement.

Date Updated:	Print Name/Role:	Sign:
18.07.2022	Isaac Kirby/Home Manager	I.KIRBY
26.09.2022	Isaac Kirby/Home Manager	I.KIRBY

### Staff signatures

I have read, understood and will implement the ethos and practice of the home Statement of Purpose

Date Read	Print Name:	Sign
11.07.2022	Tina Taylor	TTaylor
18.07.2022	Richard Martin	R.Martin
11.07.2022	Danielle Ford	D.Ford
18.07.2022	Megan George	M.George

Date Read	Print Name:	Sign
Updated 26.09.2022 – Isaac Kirby – Home Manager (Next planned review Dec 2022)		
26.09.22	Tina Taylor	T.Taylor
	Richard Martin	
	Danielle Ford	
	Megan George	
29.9.22	Alice Roberts	A.Roberts
	Joshua Squires	
Updated 06/10/22 - Isaac Kirby - Home Manager (Next Planned review December 2022)		
10.10.22	Megan George	M.George