



**PROSPECTUS AND  
STATEMENT OF PURPOSE**

**Brocklands Children's Home**

**(Updated 2 March 2020)**

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## STATEMENT OF PURPOSE

The Home's Statement of Purpose document includes all matters indicated in Schedule 1 (Regulation 16) of the Children's Homes Regulations 2015 and indicates how the Home aims to meet the 9 Quality Standards within the Guide to the Children's Homes Regulations including the quality standards 2015.

### 1. Aims and Objectives

Arc is an independent provider set up to meet a local need working primarily, but not exclusively, with families and local authorities within the boundaries of Hampshire & IOW, Surrey, Wiltshire, Dorset, Sussex, Kent and the Channel Islands. Our goal is to provide a therapeutic environment which is safe, nurturing, encouraging, creative and supportive. This enables young people to develop confidence in their own capabilities and help them move towards age appropriate functioning.

Arc aims:

- a. To provide a safe environment.
- b. To deliver an effective care programme.
- c. To effect a successful recovery / moving forward plan.

#### a. To provide a safe environment by:

- Ensuring high levels of supervision.
- Using thorough risk assessment and risk management processes.
- Recruiting a well trained and experienced staff team.
- Nurturing a calm therapeutic atmosphere.
- Consulting with and listening to young people.
- Reducing anxiety levels.

#### b. To deliver an effective care programme through:

- Developing positive attachments with young people.
- On-going assessment by a multi-disciplinary team.
- Regular meetings with a qualified and experienced Consultant Psychiatrist.
- Access to a range of therapy approaches.
- A complimentary, therapeutic approach to managing care, education and mental health.

#### c. To effect a successful outcome:

- Effective communication.
- Early preparation for transition.
- Increased levels of self-esteem and confidence
- Healthier attachments with others
- Clear understanding of personal achievements
- Building self-reliance.
- Independent living skills development.
- Outreach support.

**Successful outcomes are measured in a variety of ways including:**

- Increased positive engagement in formal education and educational activities.
- Increased positive engagement in community related activities.
- The development of trusting and safe relationships with adults and peers.
- Increased confidence and self-esteem.
- Increased ability to perform a variety of life skills tasks independently.
- Increased ability to successfully engage with others independently of staff.
- The strengthening of family relationships.
- Reduced frequency and /or severity of self-harming behaviours.
- Reduced frequency of anti-social behaviour, including going missing.

**These outcomes are evidenced:**

- In questionnaires completed by young people, their parents / carers and Social Workers regularly throughout the placement.
- In young people's keywork sessions.
- In statutory review documentation and in feedback forms.
- Through information and data collated and presented in young people's achievement files.

**Statement of Intent**

***Young people will be with Arc for as long as it takes but for no longer than necessary.***

Young people remain with Arc as long as the care and treatment provided remains effective and beneficial for the young person's recovery and reintegration into the community.

## **2. Facilities and Services [Sch 1 Regulation 16 (3)a,b,c (4)]**

Brocklands is located in the rural setting of Whiteparish in Wiltshire. Whiteparish is a small village which sits between the towns of Salisbury and Romsey, Salisbury is approximately 8 miles away and Romsey 5 miles away. The GP surgery is located in Romsey (5 miles away) and train stations in Romsey and Salisbury provide good links to the cities of Southampton and Bournemouth.

The Home offers three lounges and three bedrooms, one of which is en-suite, for young people. A central kitchen is used to prepare all the meals and can be available for use by young people as part of education, life skills or recreation programmes.

The bedrooms and bathrooms can be locked by young people and so have been designed as safer spaces in which risks of significant self-harm are reduced. The dressing of these private spaces, for those not at risk of significant self-harm or for whom these risks are reducing, includes the provision of additional purchased furniture to make these spaces as homely as possible.

There is a separate office, sleep in room and bathroom for staff to use.

Outside, there is plenty of space including a vegetable growing area, a grassed area for outside games and an area that accommodates poultry and outdoor pets. High fencing and tree line separates Brocklands from its immediate neighbours.

Brocklands has an experienced staff team managed by Rich Buck, Registered Manager. Clinical overview and guidance is provided by a Consultant Child and Adolescent Psychiatrist. Mental health nursing overview is provided to the Home by an experienced and qualified mental health nurse on a session by session basis.

Brocklands provides an assessment and treatment service for up to three young people, male or female, between the ages of 9 and 18 yrs with attachment difficulties, mental distress or emerging mental health issues and associated social, emotional, behavioural and attachment difficulties. In some exceptional circumstances in which it is deemed in the best interests of the child, and with multi-agency agreement, a young person may remain in placement at the Home beyond their 18th birthday.

A full description of the types of need the Home can cater for can be found in the Admissions Criteria section.

The Home has access to a wide range of therapies to support young people if required.

The Home provides a safe environment where young people's assessed needs can be met away from temptations and distractions and, where appropriate, promotes the involvement of family members as part of the agreed Care Plan.

Assessment by our team, in consultation with the referrer (GP, Social Worker, Psychiatrist or CAMHS) will enable treatment options to be considered in an informed way. Young people and their families will be included in the process and supported in understanding their roles in the Care Plan. This includes medical and therapeutic intervention, education support programmes and risk management.

Planning for moving on is an important aspect of overall care planning. Full and clear communication and consultation takes place regularly with the placing authority and other involved external agencies and via statutory reviews ensuring a smooth transition.

We offer a service over seven days a week and consider out of hours admissions on the merits of each case and considering the wellbeing of established residents as a priority.

### **3. Registered Provider and Registered Manager [Sch 1 Regulation 16 (18)a,b,c]**

Arc HD Services Ltd is an independent provider of care. The Brocklands Home is under the management of the Registered Provider Martin Rose and Registered Manager Rich Buck.

They can be contacted as follows:

Arc HD Services  
Wessex House  
Upper Market Street  
Eastleigh  
SO50 9FD

Tel: 02381 112014

e-mail: [admin@arc-hd.com](mailto:admin@arc-hd.com)

Web: [www.arc-hd.com](http://www.arc-hd.com)

#### **4. Registered Provider and Registered Manager Qualifications and Experience [Sch 1 Regulation 16 (19)]**

Martin Rose is the Registered Provider for Arc in compliance with the Care Standards Act 2000.

He qualified as a teacher in 1983 with a Post Graduate Certificate in Education from Madeley College of Education in Staffordshire. Early career employment was with Somerset County Council working in two comprehensive schools; King Alfred School in Burnham-on-Sea then The Blue School in Wells where he taught in the Science and PE Departments.

In 1993 he joined an independent residential special school, Coxlease School in Lyndhurst, Hampshire, as Science Coordinator for the Education Department progressing to Head of Education and SENCO during his time there.

Martin is a qualified teacher and has 10 years of teaching experience in mainstream comprehensive schools as well as nearly 17 years in the independent residential school sector working with a range of needs including extreme social, emotional and behaviour difficulties and mental health difficulties.

Martin has been the Registered Provider for Arc HD Services Brocklands Home since it opened in July 2011.

Richard Buck is the Registered Manager at Brocklands. Prior to joining Arc Richard gained five years' experience as a Higher Learning Teaching Assistant and Exams Officer in a Day Special School and commenced work with Arc in 2012 where he has since gained experience working with adolescent boys and girls with attachment and mental health difficulties.

Richard has both a Level 3 Diploma in Childcare and a Level 5 Diploma in Leadership and Management.

## **5. Extended Management Team [Sch 1 Regulation 16 (20)]**

Lauren Walker-Smart is the Assistant Manager and is responsible for assisting the Registered Manager in the day to day running of the home. Lauren joined Arc in August 2017 and has commenced study towards the Level 3 Diploma in Childcare. Prior to joining Arc Lauren worked at Treloar School and College from November 2016 – May 2017. During this time she worked in both the classroom and residential setting supporting young people with physical disabilities.

### **Consultant Psychiatrist and Mental Health Nurse / Therapist**

The Home has access to Carlos Hoyos, an appropriately experienced and qualified Child and Adolescent Psychiatrist GMC 3579116 (registration checked on 24 May 2019, retention fee next due March 2020). The Consultant Psychiatrist has been engaged locally to provide monthly psychotherapy / clinical supervision to the staff team as a group and individual supervision to the Home's Registered Manager.

Tracey Law is an appropriately experienced and trained Band 7 registered mental health nurse working on a sessional basis in the Home. She registered as a nurse in 1990 and has worked for many years since in secure hospitals with both young people and adults experiencing mental health conditions such as; eating disorders, self-harming behaviour, personality disorders, depression and anxiety disorders.

Tracey oversees practice, and reviews risk management plans to ensure staff consistently and effectively care for young people presenting with significant mental health issues. She is also available to undertake individual sessions with young people when required. NMC No. 87Y2278E (registration checked on 2 March 2020 and due to expire 30 November 2020).

### **Sessional Therapists [Sch 1 Regulation 16 (14)(19)(20)]**

A team of therapists is engaged locally on a 'session by session' basis subject to the needs of the young people as identified by the Placing Authority, Psychiatrist involved and multi-disciplinary team (MDT).

Sessional therapists are employed on a needs basis to provide a flexible and individually tailored therapy programme for each young person. The therapists offer a wide range of skills and receive independent professional supervision verified by Arc.

Dawn Rouvray is an experienced and qualified Art Psychotherapist HCPC No. AS 01500 (registration checked on 13 September 2018 and registered until 1 June 2020). Dawn receives fortnightly supervision from Rachel Edwards, Art Psychotherapist HCPC No. AS 01840 (registration checked on 13 September 2018, registered until June 2020).

Samantha Lewis is an experienced and qualified Art Psychotherapist HCPC No. AS 14319 (registration checked on 13 September 2018 and registered until 1 June 2020). Samantha receives fortnightly supervision from Dawn Rouvray, Art Psychotherapist HCPC No. AS 01500 (registration checked on 13 September 2018, registered until June 2020).



## **Extended Staff Team** [Sch 1 Regulation 16 (20)]

### Day Time Support Workers

Jackie Simes has worked supporting young people with social, emotional and behavioural difficulties, ASD diagnoses and attachment disorders since 2008. Jackie has completed and passed the Level 3 Residential Childcare Diploma.

Siobhan McGovern worked as a nursery school manager for two years and has an NVQ 3 Early Years qualification. She commenced employment with Arc in December 2014. Siobhan has completed and passed the Level 3 Residential Childcare diploma.

Amanda Gilbert had 10 years' experience working with adults with learning disabilities and mental health problems prior to joining Arc. She joined Arc in 2013 and has gained further experience working with adolescent boys and girls with mental health difficulties and self-harming behaviour in this time. She has an NVQ 4 Leadership and Management in Social Care qualification and has completed and passed the Level 3 Diploma in Residential Childcare.

Lizz Brown worked as a person centred counselor from 2000-2005 before being employed by the local authority in a series of roles (both as practitioner and manager). Lizz has worked for Action for Children and has worked as a family support practitioner, a contact supervisor and worked to support young people with tenancy issues and in a women's refuge. Lizz joined Arc in October 2015. Lizz has a Person Centred Counseling qualification and a Level 3 in Residential Childcare qualification.

Jane Turner joined the Brocklands team in September 2016. She was a support worker between September 1999 – May 2001 working with adolescents with Aspergers in a residential setting. From September 2007 – July 2016, Jane worked as a self-employed OfSTED registered child minder for children up to 5 years old. She has commenced study towards gaining the Level 3 Diploma in Residential Childcare.

Greg Cooke gained six months experience working with adults with autism while in Australia. He joined the Brocklands team in May 2017. Greg has commenced study towards the Level 3 Diploma in Residential Childcare.

Sean Yates has worked in specialist residential settings with vulnerable young people since 1983. He spent four years as a senior residential worker in Berkshire before joining the Hesley Group at Grateley House School where he remained for 13 years working with young people with Aspergers and associated difficulties. From 2001 – 2017 Sean worked for Hampshire County Council at Wolverdene Special School for children aged 5-11 who experience social, emotional and behavioural difficulties, where he became the Head of Care. Sean has an NVQ 4 Registered Manager in Health and Social Care qualification. Sean joined Arc in July 2017.

Tuesday Murphy joined Arc in February 2016. She has a degree in Psychology. Tuesday commenced maternity leave in December 2016 and returned to part time hours in January 2018.

She has been booked to commence her study towards the level 3 Residential Childcare Diploma in February 2019. Tuesday is currently on maternity leave.

Hayley Blake joined Arc in January 2019. She previously had 16 months experience supporting adults with learning disabilities. This involved supporting with their personal care and accessing the community. Hayley will commence study towards the level 3 Residential Childcare Diploma within six months.

Petrina Hodges joined Arc in May 2019. She has 11 years' previous experience supporting adults with learning disabilities and older persons with dementia. She will commence study towards the Level 3 Diploma in Residential Childcare in six months.

### Night Time Support Workers

The role of the night support worker is to offer direct care and supervision to the young people between the hours of 10.00 pm and 8.00 am. There would usually be one Night Support Worker on duty supported by a sleep in member of staff and with further support from an 'on-call' member of staff.

Laura Davidson has 13 years' experience as a night time clinical support worker, providing overnight care to young people with long term medical conditions. She joined Arc as a Night Time Support Worker in May 2017. Laura has a NNEB Diploma in Nursery Nursing and has commenced study towards the Level 3 Diploma in Residential Childcare.

Michelle Hyatt has 17 years' previous experience supporting young people aged 16-25 who experience social, emotional and mental health difficulties in a range of settings. She joined Arc as a Night Time Support Worker on 29 July 2019. She will be enrolled on the Level 3 Diploma in Residential Childcare within six months.

### Bank Workers

Dean Rickman has worked with young people with social, emotional and mental health difficulties in a variety of settings since 1996. He has worked as a support worker at Bluebird House secure hospital since 2011 and joined Arc as a bank worker in April 2015. Dean has an NVQ 3 Childcare qualification.

Elise Stavset worked with young people and adults with a variety of emotional and mental health disabilities for 5 years alongside her full time studying prior to joining Arc in February 2019. She has a Bachelor in Childhood Youth and Community Studies and Sociology.

Julie Lynghjem has year as a relief support worker providing tailored care for people with learning disabilities in home and community settings. Prior to commencing her degree, Julie worked for 7 months as a patient care assistant for a young person with Emmanuel Syndrome. She commenced as a bank worker for Arc in February 2020.

Sade Fomunyan had three years' experience caring for and supporting adults and young people in a variety of residential care settings, including adults with mental illness and personality disorders,

prior to joining Arc in September 2018 as a Night Time Support Worker. She left her full time position to become a bank worker in June 2019.

The staff team is competent and is provided with appropriate training and support together with regular supervision both line management and clinical. The Registered Manager follows the established company policies that relate to supervision, training and professional development. The consultant psychiatrist provides clinical supervision for the staff team on a monthly basis.

## **STAFFING POLICY**

### **Staffing Levels**

The staffing level is sufficient to meet the Home's aims and objectives for young people.

There is at least one member of staff on duty for each young person in the Home between the hours of 8.00 am and 10.00 pm. From 10.00 pm to 8.00 am there is always a Night Time Support Worker on duty providing overnight care and support to young people in addition to a minimum of one member of staff sleeping in. This high 'staff to young person' ratio is further supported by the 24 hour 'call in' support provided by the Arc staff team throughout the year.

Staffing levels in the Home are increased to ensure the Home's aims and objectives for young people continue to be met when:

- additional young people are admitted to the Home
- the needs and support levels of young people already resident increase

### **Management of Staff**

The overall responsibility for managing the staff on duty during the day and night lay with the Registered Manager. In their absence, the responsibility is held by the Assistant Manager. A roster for providing 'call in' support and advice is visible to staff in the Home. This outlines at any time of the day or night the person responsible for this. In addition to this, a visible staffing roster identifies in advance for both young people and staff who is working in the Home each day and night.

### **Lone Working**

Lone working with young people is subject to a recorded and approved risk assessment and risk management plan, which considers the environment and the safety of both the young person and staff member involved. The risk management plans in place for all young people further identifies expected staff responses to both planned and unexpected events during this time. Where an unacceptable level of risk is identified, taking into account known or historic risk factors, lone working will not be undertaken and additional staff support will be provided.

### **Arrangement for Covering Absence**

Short term absence is covered from within the existing staff team where possible through the working of additional hours. Suitably experienced banked staff are used to cover longer term

absence. Arrangements are in place to ensure that agency staff are only used under close supervision of experienced Arc staff and do not make up more than half the number of staff on duty at any time.

## **6. Staff Learning, Development, Support and Leadership**

All staff working in the Home are subject to a three to six month induction period depending on completion of set tasks and training. In this time they are mentored by the Registered Manager who supports them through this process. During this time staff evidence they have become familiar with the Home's policies, procedures and systems.

Within the induction period a wide range of internal and external training programmes are also completed.

Examples of training in this period are:

### Online Training

Safe guarding Young People  
COSHH  
Lone Working  
Child Sexual Exploitation  
Health and Safety  
Safe Handling of Medication  
Data Protection and Confidentiality  
Food Safety and Hygiene Matters  
Internet Safety  
Anti-Bullying  
Radicalisation and Extremism

### Face to Face Training from External Professionals

Team Teach  
First Aid  
Fire Marshall  
Mental Health Awareness  
Risk Management

Once the induction period has been completed, staff are required to commit to the Level 3 Diploma in Residential Childcare qualification unless they already have a qualification comparable to this and recognised as such. Staff are encouraged and supported to broaden their knowledge with additional external training where this benefits the organisation as well as the individual.

The importance of staff supervision is clearly outlined in the Home's Supervision Policy. All staff have a responsibility to attend supervision sessions and understand this to be a duty not an option. Non-attendance of planned supervision sessions could be a sign of staff disaffection or issue avoidance and could place young people in the Home at risk. Repeated non-attendance of supervision sessions is treated as a disciplinary issue.

## **Supervision** [Sch 1 Regulation 16 (20)]

Staff team members are provided with regular supervision by the Registered Manager or designated senior staff member. The frequency of these sessions (with effect from February 2018) are fortnightly for the first three months of employment and monthly thereafter. These sessions cover: safeguarding responsibilities, the home's ethos and philosophy, staff roles and responsibilities, feedback on performance, personal learning and development, new requirements of the role prompted by new legislation and guidance, stress factors and personal issues which may provide additional stress factors for the staff member concerned.

All supervision is documented and the record is signed by both the Registered Manager and the staff member receiving supervision. The Home's consultant Child and Adolescent Psychiatrist provides the Registered Manager with regular supervision. The consultant Psychiatrist in turn receives regular external supervision from Miranda Passey, Child Psychotherapist (a member of the Association of Child Psychotherapists No. 3664 – membership checked and active on 13 September 2018).

Future training needs and development opportunities are agreed between the Registered Manager and the staff member in regular supervision sessions and in the Performance Review meeting which takes place annually. Written feedback on staff member performance is sought from colleagues and young people via a performance feedback questionnaire, which ensures a broader analysis of staff member's strengths and areas for improvement.

Regular staff team meetings provide further opportunities for staff to receive support from colleagues and access to an experienced psychiatrist and mental health nurse further guides and supports the staff team

## 7. Organisation Structure Chart



**Board of Directors**

Chief Executive Officer

**Annette McKeown**

Finance

**Raj Dhillon**  
**Marcus Whitfield**

Operations

**Mark Johnson**

Registered Manager  
Brocklands

**Rich Buck**

Placement Support  
Responsible Individual

**Martin Rose**

Compliance

**Keith Bidwell**

**Assistant Manager**  
**Senior Support Workers**  
**Support Workers**

## **8. Who the Home is for [Sch 1 Regulation 16 (1)]**

Brocklands provides a residential care and treatment service for up to three boys and girls aged 9 to 18 who require an enhanced level of supervision and professional support. A young person may remain in placement beyond their 18th birthday, if agreed with the placing authority, to complete their educational studies, or if they require high levels of ongoing emotional support. Young people can only stay 'post 18' in situations where the potential risks to young people under 18 living in the Home have been assessed and can be effectively managed.

The Home has a strong therapeutic focus on supporting young people that display the types of complex challenging behaviour often associated with attachment difficulties, psychological distress or mental health issues.

The property is not suitable for those dependent on a wheelchair for mobility.

Young people are accommodated in a safe environment away from temptations and distractions.

The Home provides an individualised support package which aims to deliver a holistic programme of care to young people. Clinical supervision of the staff team is provided by an experienced Child and Adolescent Psychiatrist and is supported by access to a range of therapies, education, exercise and encouragement towards a healthy diet and lifestyle.

Arc works in close collaboration with Commissioners, Local Authorities, Primary Care Trusts, CAMHS and local providers to develop specific care packages for young people.

Placements are generally longer term, although shorter term assessment placements are also considered providing this does not unduly disrupt the young people already in placement. The Home can accommodate emergency admissions as well as planned admissions. An impact assessment is undertaken prior to a placement being offered which involves consultation with young people already resident where appropriate.

## **9. Admissions Criteria [Sch 1 Regulation 16 (22)]**

Admission criteria are as follows:

Attachment disorder or difficulties

Emotional and behavioural difficulties

Risk of Sexual Exploitation

Mental health difficulties including:

- Emerging personality disorders with associated self-harm behaviour
- Mood disorders
- Depression
- Anxiety based disorders
- PTSD
- ADHD
- Autistic spectrum disorders

Arc consider emergency referrals and admissions on an individual basis however priority consideration will always be given to the needs of young people already in residence.

## **Referrals and Admissions**

### Initial Enquiries

Arc welcomes expressions of interest in our provision and general enquiries as to the availability of vacancies either by email: [admin@arc-hd.com](mailto:admin@arc-hd.com) or by phone: 02381 112014.

Referrals are received directly from both health and social care commissioning / placement teams. Arc requests these be forwarded by secure email to: [admin@arc-hd.com](mailto:admin@arc-hd.com).

All incoming referral requests and paperwork are viewed within 24 hours and a reply indicating our position regarding the referral is promptly sent.

Admissions tend to be planned in nature to allow time for existing residents to prepare and adjust to someone new coming to live in the Home. Emergency referrals are only considered in exceptional circumstances and only where an impact risk assessment deems this to be appropriate.

### Potentially Suitable Placements

When we believe a referral may be suitable, we follow the process identified below.

- Send initial referral enquiry paperwork to the Registered Manager
- Contact the referring authority and express interest in learning more about a potential placement, identifying to them which Home the vacancy is in and a time frame for a potential admission.
- Forward placement costs and associated information (Location Risk Assessments, SOP, OfSTED Inspection Reports) to the referring authority.
- Send received referral paperwork / information to the Home's Mental Health Nurse and the Registered Manager for consideration and to identify potential challenges and further questions that should be asked of the referring authority / current placement.
- Arrange a visit in consultation with the Registered Manager for the referring authority representatives (usually Social Worker) to the Home, ensuring questions gathered from the Registered Manager and the Home's Mental Health Nurse are raised with them during the visit.
- If 'post visit' all information suggests that a suitable placement can be offered, we request the opportunity to meet with the young person and family members before committing to offering a placement and organising a transition plan.
- The Registered Manager and Arc Placement Support Officer meet with the young person and their family members either at the Arc Home or at their existing placement and take a 'keepsake toy' and a copy of the 'Young Person's Guide to the Home' for them.
- As part of the procedure, other young people already in residence are asked for their views on the compatibility of any new admission. This provides an opportunity for everyone to be involved in preparing to welcome the new young person to the Home.



If at any stage in the process outlined above it becomes clear that the placement would be unsuitable, the referring authority is contacted and informed that we have withdrawn interest in offering a placement.

### Offering a Placement

- If the meeting(s) with the young person further confirms their suitability and willingness to be placed at Arc, contact is made with the referring authority social worker to offer placement with a start date and a proposed transition plan.
- Once written confirmation has been received from the referring authority that they wish to proceed with the placement, a transition plan is finalised. Note: It is the placing authority's responsibility to inform parents / carers of the placement offer.
- An Individual Placing Agreement (IPA) is required from the placing authority, preferably before the placement commences.
- In order to start building links and promoting a positive view for the young person a welcome card signed by staff and resident young people is sent to them following their visit / meeting.

### Consent Forms

Consent forms / agreement forms are forwarded to the placing authority representatives for completion and return. These include:

- Medical and Dental Information and Treatment Consent
- Activity Disclaimer
- Use of Mobile Phone / Computer Equipment Agreement
- Photo and Video Consent
- Information Sharing Consent
- Independent Visitor Access to Records Consent

These must be completed and returned to the Home prior to or on admission day.

### **Supporting Young People and their Families on Admission Day**

The Keyworker or appointed staff member has a specific responsibility for sensitively supporting the young person as they settle in. While each admission is approached in an individual way best suited to the young person, a number of factors have universal application:

- The preparation of their bedroom and living room, so that the young person is received into an environment ready to accept them.
- Establishing with the young person how they like to be addressed and informing them how others like to be addressed in return.
- Showing that adults are willing to listen and that the young person's opinion is valued and respected.
- Recognising the importance of personal possessions for a young person.
- Allowing the right amount of time for the hand-over and departure of family members or others supporting the young person on the admission day.

- Ensuring that arrangements are made for subsequent visits and phone / social network site contact with parents/carers. Ensuring that planned social worker contacts / visits occur in accordance with statutory requirements.
- Ensuring parents are reminded of how to access the Home's Statement of Purpose, Safeguarding Policy and Complaints Policies.

## **12 Week Assessment Period**

### Risk Management Plans

The Home ensures that comprehensive Risk Management Plans are in place for all young people within 72 hours of admission. These take account of a young person's established strengths and vulnerabilities and are written with their input. These are then forwarded to the young person's Social Worker and where appropriate parents / carers for approval on content before being implemented.

### Support Plan

An initial Support Plan is devised in consultation with the young person to identify targets to achieve in the settling in period. These may include:

- Personalising their room
- Getting to know the area
- Making friends and pursuing chosen activities
- Specific physical and mental health
- Education or work experience plans
- Personal safety awareness including E Safety

The Support Plan identifies the focus for the young person and staff working alongside them. All achievements of Support Plan objectives are celebrated and certificated.

### Assessment Report

Arc assesses the young person over a 12 week period and produces a written assessment report which identifies the young person's support needs and recommendations as to how the Home intends to meet these into the future. The report is written in consultation with the young person.

The Home invites the placing authority representatives and family members to attend a meeting in which this assessment report can be shared, achievements can be celebrated and plans for the future can be discussed.

## **10. Capacity of the Service**

Brocklands can accommodate up to three young people aged 9 to 18. In exceptional circumstances young people can remain in placement beyond their 18th birthday. The Home has been carefully selected for its layout, size and location. We want to try and replicate the sense of family living that young people might have experienced in their own home. It is large enough to offer a sense of community living yet small enough to care and where everyone matters.

As an organisation we are keen to provide a very personal service which cannot be so easily achieved in larger institutions.

## **11. A Description of the Children's Home's Underlying Philosophy and the Theoretical or Therapeutic Model on Which It Is Based [Sch 1 Regulation 16 (2)]**

Staff are made aware key aspects of the Home's ethos and philosophy at the interview stage and are selected to work at the Home where there are strong indicators that they share the same beliefs or are willing and able to adapt their practice to reflect the ethos and philosophy below.

The Ethos and Philosophy identified below is regularly discussed in team meetings and in supervision sessions to ensure that staff are aware of their responsibilities in caring and supporting young people in the Home.

### **Ethos and Philosophy**

All young people are seen as sharing the basic requirement to be treated with respect and dignity at all times throughout their stay. We encourage staff to provide appropriate nurturing opportunities for bonding, while recognising the need to provide boundaries suited to the individual needs of the young person in order to restore adaptive functioning where the young person's early environment has been insufficient to meet their needs.

### **The Creation of an Anxiety Reducing Environment**

The Mental Health Foundation recognises excessive anxiety can have a detrimental effect on young people's mental health which in turn can lead to the development or worsening of mental health disorders. The focus of the Home is to create an environment for young people, which reduces their levels of anxiety.

The Home is situated in a semi-rural location with plenty of grounds for young people to relax in. Within the Home there are three separate reception rooms which enable young people to have quiet time and space away from each other if they choose.

Contact with animals is seen as important in helping young people to relax. The grounds accommodate a poultry run with laying hens. Young people are able to keep small pets in their rooms and are also able to undertake dog walking with staff as an activity.

Young people are individually supported throughout the waking day. This ensures that staff identify young people's growing anxiety and support them to express and manage this more appropriately, before it becomes overwhelming for them.

Anti-social responses from young people are viewed as being generated by anxiety and distress which result from unhelpful, well established internal thought processes that take time to change. Interpreting the young person's responses in this context prevents staff from responding in a punitive way. Instead, staff respond in a calm and supportive way which helps young people's anxiety reduce. Discussions with young people around their thinking at the time of their distress, is undertaken once their anxiety level has reduced. More constructive ways of expressing their anxieties in the future are then explored.

## Working with Attachment Theory

Staff have good knowledge of attachment theory and the pioneering work of John Bowlby and Mary Ainsworth in this field. Staff understand young people's behaviour in terms of the insecure attachments they may have formed with past carers. The Home looks to develop meaningful attachments with young people despite significant obstacles. Staff aim to provide young people with what Ainsworth described as a 'secure base' from which they can try out new experiences and degrees of independence.

Staff remain attentive, supportive and non-rejecting of young people when they are engaged in boundary testing and challenging behaviour. Staff understand that when young people form positive, trusting, emotional attachments with them, the foundation is laid for young people to develop successful attachments with others as they move towards adulthood and independence.

The Home aims to provide young people with predictable responses which enable them to feel safe and secure that their needs in the moment will be consistently met. Staff rosters provide predictability for young people in terms of who is supporting them throughout the day and night. Young people are made aware of the rosters a week in advance.

The Home has capacity for accommodating three young people. Consequently, young people become quickly familiar with the relatively small number of staff who individually support them. This further helps strengthen attachments.

## Developing a Therapeutic Relationship with Young People

Staff in the Home adopt Carl Rogers' three core conditions for developing a 'person centred' therapeutic relationship as a base for their practice. The core conditions show 'acceptance' of the young person, valuing them as a human being of worth.

These core conditions are:

- Empathy
- Congruence
- Unconditional Positive Regard

**Empathy** – It is recognised that everyone has a different perception of the world. Staff seek to understand the thoughts and feelings of young people as they experience them and convey this understanding to them. When young people feel that those supporting them have a good understanding of their perceptions, thoughts and feelings, they connect and identify more readily with them.

**Congruence** – Or 'genuineness'. Staff express their thoughts and feelings sensitively but honestly with young people. This allows young people over time, to develop trusting relationships with staff. This in turn builds their self-esteem and trust in their own judgement.

**Unconditional Positive Regard** – Staff show young people that they are valued no matter how they have behaved in the past or are behaving in the present. This approach enables young people to feel able to talk about their problems without fear of being criticised or judged.

In promoting these values, it is believed young people learn to feel valued, have raised self-esteem and develop the confidence to begin to solve the problems they experience in daily living for themselves.

### **Cognitive Behavioural Therapy (CBT) Based Reflective Discussions with Young People**

Staff in the Home encourage young people to reflect on the difficulties they experience in daily living. Staff aim to help young people understand how their thoughts in response to an event affect how they feel and subsequently how they react. Staff offer young people alternative ways of thinking and interpreting events which give them the opportunity to feel differently about issues in their lives and respond in a more productive way.

### **Clear Management**

The manager of the Home is responsible for safety, welfare and the development of the children in their day to day lives. They are responsible for integrating therapy and educational learning in the Home setting and providing leadership to staff that enables the service to achieve its aims.

### **Support Workers' Training, Supervision and Support**

If therapeutic interventions are to be effective all staff working with the young person need to be well informed, trained in the necessary skills and co-ordinated in their approach. Support workers are regularly supervised by the Registered Manager in the Home. All staff have access to clinical supervision from a qualified Child and Adolescent Psychiatrist on a monthly basis in addition to receiving guidance and support from the Home's sessional mental health nurse as and when required. Staff training needs are agreed in supervision and performance reviews.

A rolling programme of mental health awareness training is delivered to the staff team by experienced and trained mental health professionals and practitioners. The topics covered are wide ranging and tailor made to help staff meet the presenting needs of young people in the Home.

### **Appropriate Consultancy**

Effective implementation of an intervention requires regular input and feedback from the young person and from staff if it is to impact on the young person. All staff are therefore encouraged to provide evidence and feedback for the care plan which is regularly reviewed and adapted through the review process.

### **Working in Partnership**

Professionals and other interested parties work together in the best interests of the young person. Regular meetings provide a platform for discussion and planning. All parties are encouraged to communicate early if there are disagreements or conflicts in the planned approach to a young person's care and support or if there are any safeguarding issues. Early identification of difficulties is likely to lead to easier resolution and less of a negative impact on the young person.

## **Clarity of Boundaries**

Many of the planned interventions require staff to engage in programmes with young people either as individuals or in small groups. Staff and young people are clearly informed about their roles in these situations so they can work to achieve the best outcomes.

## **Supporting Young People's Rights**

It is important that therapeutic interventions are provided in compliance with The Children Act 1989. Young people are encouraged to make informed decisions about whether or not they participate in therapeutic intervention. They are provided with age appropriate information about their treatment and their right to consent or otherwise is respected.

## **Safeguards**

Young people have access to an appropriate independent advocate and are regularly reminded in their keywork sessions of the varied routes they have open to them to raise concerns / issues. Young people, staff, visiting professionals and parents are encouraged to raise any concerns they may have about any aspect of care with the Registered Manager or the wider staff team. This can be organised directly, informally or formally via the complaints system. All complaints are taken seriously, investigated thoroughly and feedback provided or issues addressed promptly.

## **12. Protecting and Promoting Good Health [Sch 1 Regulation 16 (14)b]**

All young people are registered with the local health centre for access to a GP unless they are already registered with their own doctor. Healthcare plans are created in consultation with young people and the placing authority and set out individual health targets.

## **Food and Diet**

The Home aims to provide all young people with adequate quantities of well-prepared food that is wholesome, nutritious and sufficient to enable normal physical development. Reasonable choice is available as far as is practicable. The Home is able to meet all special dietary requirements relating to health, religious or cultural needs. The aim is to ensure mealtimes are enjoyable occasions where young people can learn to appreciate 'home cooking' rather than convenience foods. When appropriate, young persons are encouraged to become fully involved in the selection and preparation of their food. Research has shown there to be a correlation between healthy diets and good mental health.

## **Healthcare**

Young people's health and well-being are a vital component to overall intervention. On admission, Arc requires the completion of the pre admission medical form for the young person, which should include details of any current prescribed medication and full immunisation history.

In addition the parent/carer/placing authority is required to complete a Medical Consent Form authorising staff to action medical needs and also to give consent for any therapeutic intervention once this is identified through the review process. Young people according to their age and level of

understanding are encouraged to be involved in completing these documents. Young people are registered with the local GP within 7 days of admission.

The Home's medication storage, handling and administering system complies with all relevant legislation and good practice and provides a clear audit trail to prove that the Home is operating to the highest government standards.

Whenever necessary, arrangements are made for consultation and treatment by specialists such as dentists and opticians. Regular check-ups and annual medicals are part of the Home's routine practice.

Although many young people may have experience of smoking, it is not encouraged at the Home. The Home provides professional intervention by way of specialist advice centre appointments if required. The Home promotes a healthy lifestyle and young people are encouraged to refrain from smoking. There will be no smoking in the building. However if it is agreed as part of the Care Plan, young people can access smoking in the grounds.

Smokers are exposed to anti-smoking literature, education and support to stop or reduce smoking.

All staff hold a First Aid at Work qualification which is renewed every three years.

The Home's effectiveness in meeting the health needs of young people is measured in a number of ways including:

- Smoking reduction or cessation.
- Reduction in self-harming behaviour (frequency and/or severity).
- Reduction in 'inappropriate' visits to A&E departments and/or GP surgeries.
- Eating healthily.
- Engagement in weight loss programmes.
- Regularly taking part in physical / cardiovascular exercise.
- Good personal hygiene and grooming routines.
- Attending regular scheduled health checkups.
- Taking prescribed medication as directed.
- Self-medicating if appropriate.

Information on achievements as indicated above is located in the young person's achievement file and healthcare notes

### **13. Learning and Education Provision [Sch 1 Regulation 16 (10)(12)]**

Learning and education are seen as integral parts of the Care Plan.

The Home liaises with the placing authority and Virtual Head to identify how best to meet young people's education needs where young people are no longer on role or able to attend a previous education facility. The Home considers home tutoring in situations where this is deemed the most effective way of support young people in gaining academic qualifications. The Home provides young people with consistent encouragement to study at the Home and provides them with the resources required to do so in a productive way.

The priority is always to ensure that the young person is in an emotional state that will be conducive to attempting academic/learning challenges. Self-esteem, confidence and priority social skills are assessed before discussing, agreeing and implementing any program with the young person.

Positive activities and engagement activities, core skills development and independent living skills form the initial and then on-going program content. The non-formal curriculum is extended to include a more formal, academic program including Personal and Social Development, Careers, cultural, sex and health education, at an agreed pace and only if and when appropriate. The therapeutic environment at Brocklands is seen as a key resource in promoting individual learning opportunities. Where there is a successful existing school placement, Arc will work with the provision to maximise the positive outcomes achievable.

Education support covers a wide spectrum of approaches which includes support for young people in school settings, facilitated learning for those with an ongoing education placement, study packs, revision sessions and virtual learning platforms, managed challenges linked to accreditation outcomes. Young people will be guided towards enjoyment, success, achievement and educational fulfillment. This will create opportunities for young people to develop emotional resilience, coping strategies, a better understanding of their learning potential, a positive attitude towards their capabilities and a belief in themselves.

There will be opportunities for young people to engage in private study where planned, agreed and appropriate.

An assessment of learning needs can be carried out as part of the initial assessment and programme planning if requested; this would be carried out by an Independent Diagnostic Assessment Professional.

The Home aims to:

- Maintain and stretch educational progress.
- Consolidate previous learning.
- Engage individuals in the learning process.
- Develop a positive attitude to learning opportunities.
- Provide enjoyable and stimulating experiences.
- Create opportunities for growth in self-esteem, personal confidence and self-belief.
- Recognise achievement and link this to accreditation outcomes.
- Celebrate success.

Any young person over the compulsory school age will be offered an education programme as agreed through the review process and taking into account the needs, aspirations and interests of the individual. The priority is to equip the young person with the survival skills to be able to engage positively with education, employment or training.



#### **14. Promoting Children's Participation in Recreational Sporting and Cultural Activities [Sch 1 Regulation 16 (13)]**

Brocklands encourages a healthy and active lifestyle for all young people role modeled for them by staff working in the Home. The recreational provision is very broad and is based on providing positive experiences and managed challenges. This may include activities based on personal interest, activities that are complementary to any therapy, care support or activities that may challenge the individual's skills, knowledge and understanding of themselves.

A full Risk Assessment is carried out prior to participation in any potentially hazardous activities both outside and inside the Home in accordance with national and local guidance and risk assessment procedures. Risk assessments take into account the young person's individual known risk factors linked to their contemporary state of mind.

Staff provide a stimulating and rich environment that fosters enquiry and discovery. Where possible this is linked to experiences and activities that develop their understanding of the multi-cultural world that they live in and their role as a citizen in their local society. The recreational activities engage the young people in creative, technological, cultural, academic, physical and aesthetic aspects of life. Where cultural needs are identified these are built into recreational programmes. This may include regular attendance at culturally significant events and engagement with established or new social groups.

Every situation, positive or negative, is a potential learning opportunity. We encourage young people to make the most of all of these opportunities. The aim is to develop self-awareness, values, empathy, tolerance and an understanding of diversity.

The wide range of activities on offer include bike riding, climbing, swimming, sailing, fishing, conservation work, music, outdoor challenges, board games, gardening, cinema, bowling, arts and crafts, bird watching and nature awareness, theatre and performances of the arts, voluntary work and therapeutic horse riding, dog walking, beach activities. Where young people are keen to pursue particular interests outside of those identified, resources are made available for them to do so enabling them to enhance their interests and develop their skills in this area.

#### **15. Consultation with Children Regarding Their Care and Promoting Their Rights [Sch 1 Regulation 16 (8)(9)b]**

Young people's views are sought on all aspects of their care from the very first meeting with staff from the Home. Prior to admission consultation centres upon the colour they would like their room painted and the type of soft furnishings they wish to purchase and how involved in this process they would like to be. In the case of planned admissions, young people are also consulted as to the number of visits and overnight stays they would like, prior to admission. All consent forms are discussed with young people and their permission is sought on a variety of issues including: their willingness for information about them to be shared with other professionals; their consent to engaging in therapy programmes; their consent to medical treatment; their consent for their case file to be viewed by the Independent Visitor.

Once admitted young people are consulted with as to the content of their risk management plans, achievement targets and care plan and are encouraged to assist staff in agreeing a final first document. These plans are regularly reviewed with young people as they progress through the

placement and as perceived levels of risk change. Young people are also consulted with regarding the content of any written reports and are encouraged to sign the final report.

Every effort is made to ensure there is good communication between the keyworker in the Home and the young person, as well as with professionals and family members. There is a strong belief that trusting relationships are essential in working together. We make every effort to match suitable keyworkers to the young people on admission. However we encourage young people to voice concerns and preferences if they are not happy with this arrangement so that alternative keywork support can be provided.

Each young person has the opportunity to participate in a regular keywork meeting with staff in which they are encouraged to raise issues of concern or make suggestions about any aspect of the care they receive or the running of the Home and how it might be improved. Young people's ideas are then shared with the wider team via the Home's internal communication book and in staff meetings. Young people receive prompt feedback from staff as to any decisions or actions required in relation to the points they have raised. These are then recorded in a keyworking session to be signed by the keyworker and the young person.

Young people, once settled in the Home are encouraged to complete a Satisfaction Questionnaire which is offered for completion periodically throughout the placement and also just prior to moving on. This feedback is used to improve the running of the Home and the service provided.

Young people's views are further sought during the statutory monitoring of the provision and are recorded in the monthly Independent Visitor reports.

Young people also have access to an Independent Advocate who visits the Home on a quarterly basis and is available outside of these times should young people wish to ring them.

Young people's views are sought regarding the performance of established staff which is forms part of staff evaluation in performance reviews. Their opinion is also sought on potential candidates who visit the Home as part of the recruitment process.

The Home promotes young people's rights as identified in The Convention on the Rights of the Child. Young people are made aware of their rights under the Convention in a child friendly illustrated information leaflet within the welcome booklet to the Home. These rights are further discussed in keywork sessions when required. Young people are also regularly reminded of their right to advocacy and of the contact numbers for the advocacy services available to them locally. Young people are further reminded of their right to have their care plan reviewed if they no longer feel the Home provides them with a safe environment in which to live.

## **16. The Control, Restraint and Discipline of Young People** **[Sch 1 Regulation 16 (7)(17)]**

### **Introduction**

Arc has a comprehensive policy for managing the behaviour of the young people. The Home's Behaviour Management Policy can be found on the website [www.arc-hd.com](http://www.arc-hd.com) under the 'downloads' section. It can also be provided upon request via email to [admin@arc-hd.com](mailto:admin@arc-hd.com)

The policy recognises that young people within the Home may be highly anxious and consequently unable to manage the difficulties and challenges they face in a socially acceptable manner. The nature of their attachment difficulties and / or emotional/mental health difficulties may lead them to externalise their feelings in an aggressive uncontrolled way, or turn their feelings inwards leading to possible self-harming, suicidal or para-suicidal behaviour. The fragile nature of young people in the Home requires a firm but sensitively handled approach to addressing unsafe or socially unacceptable behaviour.

### **House Rules and Their Implementation**

House rules are outlined to young people in the Young Person's Guide to the Home as 'How We Look After One Another'. The rules centre on promoting the following positive behaviour / expectations of all who live and work in the Home:

- Treat others with respect and kindness
- Look after the environment and property in the Home
- Respect the personal space of others
- Respect the wishes of others
- Help others who need your support

Where young people are unable or unwilling to meet these expectations, culminating in distress or injury to others or damage to property - a discussion is undertaken with them to determine how best the issue can be resolved. Solutions identified are recorded alongside the behaviour exhibited in a sanctions log. This log is overviewed by the Registered Manager to ensure that all solutions put in place with young people are appropriate and proportionate to the behaviour displayed and their effectiveness in addressing the issue is recorded.

Solutions may include:

- Restorative discussions with staff to identify alternative ways for both parties of managing the situation in future
- Restricted activities where risk assessments deem this necessary
- Community or Home reparation
- Token financial contribution where property damage is significant

Staff in the Home help young people understand how everyone's behaviour, both positive and negative, has an impact on the emotional status of others. Young people are increasingly encouraged according to age and ability, to develop the skills necessary to manage their own behaviour effectively.

## **Risk Management Plans**

All young people have risk management plans which identify the triggers for their distress and agreed responses staff should adopt when supporting young people to regain control of their behaviour. The risk management plans help staff to focus on providing support to young people in a manner which they expect and which reduces their anxiety level. This in turn can have a positive effect on the behaviour young people display. These plans are written in consultation with young people to ensure they retain a degree of ownership of this plan and control over the way staff support them in times of crisis. These are then reviewed on a monthly basis or sooner if amendments are required due to increasing or decreasing risks. The Home ensures that the Risk Management Plan is in place for all young people within 72 hours of admission.

## **The Use of Physical Intervention** [Sch 1 Regulation 16 (17)a,b]

On occasions physical intervention may be required to prevent young people in crisis from seriously injuring themselves / others or extensively damaging property. The Home has a Physical Intervention Policy which outlines the circumstances in which physical intervention is to be used. Staff in the Home are trained in the Team Teach approach, which focuses on de-escalation techniques for calming down young people and gradual and graded positive handling techniques for risk situations where physical intervention from staff is in the best interests of the young person. Staff are not trained in ground holds as such measures are deemed overly controlling, demeaning to the young person and not safe / appropriate to be used when lone working with young people.

Team Teach training is primarily provided for staff to ensure they have break away techniques available to them if they were assaulted by a young person which would enable them to contact on call staff for support. Where physical intervention is deemed necessary (standing or seated restraint) staff first seek the support of a colleague to attend unless to delay places a young person at risk of significant harm.

Staff are trained over a two day period in Team Teach techniques and then receive refresher training every two years. Staff familiarity with these techniques is regularly checked within team meetings and supervision sessions. Further information about Team Teach can be gained by visiting their web site [www.team-teach.co.uk](http://www.team-teach.co.uk).

## **Post Restraint Support**

Where restraint is unavoidable, staff complete an incident report identifying the reason why physical intervention was necessary, the type of holds which were used and the effectiveness of these. Young people contribute to the report, by providing written feedback as to whether they were satisfied with the staff response in managing the situation. This provides an opportunity for involved staff members to discuss with the young person, alternative ways for both parties, of managing such an incident in future.

All young people are checked within 24 hours of restraint to ensure they have not been injured as a result of the physical intervention and a record maintained in their healthcare file. They are given the opportunity to be seen by a registered nurse or medical practitioner within 24 hours.

All staff sign to say they have read and understood both the Behaviour Management Policy and the Physical Intervention Policy.

## **17. Safeguarding Young People and Countering Bullying [Sch 1 Regulation 16 (7)]**

### **Safeguarding Young People**

Risks associated with young people living away from home are fully recognised and Arc has developed a comprehensive Safeguarding (Child Protection) Policy of which all staff are aware. The policy is consistent with Wiltshire Local Safeguarding Children Board policy and procedures which are also maintained in the Home. The Home's policy can be found on the website [www.arc-hd.com](http://www.arc-hd.com) under the 'downloads' section. It can also be provided upon request via e-mail: [admin@arc-hd.com](mailto:admin@arc-hd.com)

### **Staff Training**

The Registered Provider and Registered Manager have undertaken Advanced Safeguarding Children training provided by Wiltshire Local Safeguarding Children Board. The Registered Manager is required to undertake the CEOP Ambassador training programme. This has been arranged for February 2020.

On line child protection training is provided to all staff during their initial probation period, prior to them commencing work directly with young people in the Home. This is further enriched by internally delivered child protection training with the following programme content:

- definitions of abuse
- signs and symptoms of abuse
- how attitudes and beliefs affect our judgements regarding what is abuse
- how to respond to disclosures of possible abuse
- the procedures local authorities follow in investigating allegations of abuse.

There are helpful flow charts on display in the Home which reinforce what action staff should take should they suspect a child has been or is being abused. Child protection training is revisited with all staff every two years to ensure due diligence and vigilance is embedded in their work practice and to avoid complacency.

### **Opportunities for Young People to Speak Out [Sch 1 Regulation 16 (9)b]**

Young people are made aware of the Home's child protection policy and procedures and complaints procedure in a form accessible to them in the Young Person's Guide to the Home. The guide further indicates to young people their rights to advocacy with relevant contact details and their right to request of the placing authority a review of their care plan if they do not feel safe and protected within the Home.

Copies of the Home's Safeguarding (Child Protection) Policy are made available to parents and carers on or prior to the admission of the young person.

Young people are encouraged to speak out if unhappy with any aspect of the care or treatment they receive either inside or outside of the Home. Regular keywork sessions take place which provide young people with opportunities to raise issues in a formal recorded meeting. Regular sessions with their Keyworker provide the young person with individual, uninterrupted time in

which they can share their concerns. Young people are regularly reminded of the complaints procedure, advocacy opportunities and other routes they have available to them to speak out within the keywork sessions.

There are also opportunities for young people to discuss concerns directly with individuals external to the organisation. An Independent Visitor visits the Home on a regular basis to provide the opportunity for young people to raise issues of importance with them.

Illustrated information within the Young Person's Guide to the Home also make clear to young people their right to contact other external support services if they feel unable or unwilling to discuss their concerns with staff.

## **Risk Management**

Young people in the Home may be susceptible to periods of high anxiety and emotional instability. It is further recognised that some young people may act impulsively, or self-harm as a way of coping with emotional distress.

The bedrooms and bathrooms have been designed as safer spaces in which risks of significant self-harm are reduced. The dressing of these private spaces, for those not at risk of significant self-harm or for whom these risks are reducing, includes the provision of additional purchased furniture to make these spaces as homely as possible.

High staffing levels of at least 1:1 staffing through the waking hours further prevent young people from placing themselves at risk in this way. For those at high risk, frequent observation checks are undertaken and recorded as identified in risk management plans.

All young people in the Home have individual risk management plans agreed and in place within 72 hours of admission. These plans are reviewed regularly and always when an incident has occurred involving the young person. All activities in and outside of the Home are risk assessed prior to them commencing. Where additional staffing resources are required to maintain the safety of a young person, these are provided.

## **Safer Recruitment**

The Registered Manager has completed the NSPCC Safer Recruitment in Education on line course shortly and is involved in all recruitment interviews.

The Home adheres to strict vetting procedures when recruiting staff. These procedures are in line with Keeping Children Safe in Education guidance.

Recruitment and selection processes are stringent and staff are subject to the following checks before taking up appointment:

- Enhanced level DBS (Disclosure and Barring Service) checks are undertaken on all staff prior to the commencement of employment in the Home. Additionally employers are required to make referrals to the DBS about individuals they believe pose a risk of harm to vulnerable groups and it is an offence not to do so.
- Two satisfactory references covering the last five years of employment and additional references taken where appropriate to establish competence in previous childcare work settings
- Identity checks and the right to work in the UK checked
- Photo identification verified and retained on file
- Occupational Health Questionnaires completed and checked
- Any employment gaps are discussed at interview stage
- Evidence of all checks are held in staff personnel files located in the Home

### **Protective and Watchful Staff Culture**

A culture of collegial support and observation exists to ensure that all staff work in a professional manner which does not leave them vulnerable to allegations of abuse. This approach is promoted through the internal child protection training that staff receive. There is a Whistleblowing Policy which further outlines the responsibility of staff to raise concerns both internally and externally of the organisation relating to poor work practice.

### **Countering Bullying**

At Brocklands, all young people are encouraged to talk about any bullying concerns they have with their Keyworker or other support staff. Further platforms for airing concerns include using the Home's complaint procedure and raising concerns in the regular keyworking sessions. All issues are addressed promptly using a restorative approach and ensuring outcomes are as positive as possible for all parties.

The increasing opportunities for cyber-bullying and the risk of sexual exploitation have contributed to the Home's decision to ensure young people are made aware of these risks through educative CEOP videos to minimize these risks.

Phone contact numbers for the Independent Visitor and other appropriate external support services are prominently displayed in the Home and young people have ready access to the Home's telephones for contacting these external routes if required. The CEOP button is also made available to young people who wish to report a concern via the Arc website and the young person's guide makes clear how this can be accessed.

## **18. Supporting Young People who go Missing**

We recognise that the Home does not provide secure accommodation for young people however we do attempt to provide a controlled and safe environment in which young people can access a care and support programme to enable them to become well enough to function independently. The Home has a rigorous risk assessment and risk management process in place which governs decision making. This is regularly reviewed.

Going missing is strongly discouraged as many of the young people are considered to be at risk when away from a controlled and safe environment. There is a strict procedure of notification to

which the Home rigidly adheres. Prompt notification and regular updates to parents, carers, the Police, other emergency services and other involved agencies takes place if a young person remains missing. On-going risk assessment continues until the young person has returned to a place of safety.

Returning from being missing is an opportunity to welcome the young person back and make efforts to establish strategies in order to reduce the insecurities that may have caused the initial issue. The young person's risk assessment is revised with them to ensure that future opportunities or compulsions to go missing are minimised.

The Home has an established protocol with the Police for reporting and supporting young people who go missing.

The Home has a Missing Person Policy which is consistent with the local authority Missing from Care policy and procedures.

### **19. Surveillance Used in the Home [Sch 1 Regulation 16 (16)]**

Brocklands is a homely environment with high levels of staff supervision provided for the young people in the Home both day and night. There is no surveillance equipment used in the Home to supervise or monitor young people.

The Home would only consider such measures if the overnight risks presented by a young person could not safely be met by re-organising the routine and location of the night time support worker and sleep in staff member. Any move to incorporate such surveillance equipment would only be considered after consultation with and consent from the placing authority, those with parental responsibility for the young person and subsequent discussion with the young person themselves and the Home's OfSTED inspector.

### **20. Fire Precautions and Associated Emergency Procedures**

The risk of fire demands strict adherence to fire safety procedures. All staff and young people are made aware of the evacuation procedures and muster points should the alarm be raised and sign to say they have understood these. Fire extinguishers and blankets are sited appropriately in the Home and all staff and young people know the location of these. The Home is fitted with fire doors throughout as required. Fire drills are carried out regularly and recorded. Emergency evacuations are annually undertaken when young people are asleep in their rooms to ensure evacuation procedures are effective during this time. Weekly tests are conducted on emergency alarms and lighting in the Home and fire equipment is regularly checked and updated as required. A log is kept of these events.

All staff are fire trained to ensure they provide a consistent, co-ordinated and safe response to all fire alarms. Staff are also trained to use the fire prevention equipment and receive further refresher training every two years. Fire prevention and awareness is greatly enhanced overnight by the presence of an active waking support worker team supported by 'sleep-in' staff.

An annual Fire Risk Assessment is conducted by an appropriately qualified fire safety consultant. Risk Assessments assist in providing a good level of fire safety. The premises are regularly inspected in order to ascertain that the Fire Safety measures and related documentation meet



current legislation. This information is provided on request to the Secretary of State for Children and Families.

### **21. Catering for Young People's Religious Faith and Belief Needs [Sch 1 Regulation 16 (5)]**

Every effort will be made to ensure that religious and cultural needs are established prior to admission so that these can be met from the first day in the placement. Links will be forged with local places of worship and advice sought from ethnic minority community groups as well as from young people and their families to ensure the presenting needs can be effectively met. Specific dietary requirements and preferences linked to religion and culture will be catered for and young people will be actively engaged in menu planning to meet these needs.

### **22. Encouraging Contact between the Young Person and Family and Friends [Sch 1 Regulation 16 (15)]**

Encouraging, maintaining, promoting and supporting home contact for young people with mental health difficulties living away from home is an important consideration. For some young people, this may provide them with additional emotional support while for others it may provide additional conflict and anxiety which hinders the healing process.

The Home consults with parents, carers, healthcare and therapy professionals and most importantly the young person themselves to identify a level of contact most conducive for creating a successful environment in which family relationships can be maintained and strengthened.

The young person will have regular opportunities in Keyworker sessions to discuss their family contact arrangements as well as in regular reviews. Recommendations for changing the frequency and method of contacting family and friends are regularly discussed and risk assessed.

The Home has the capacity to accommodate family visits, enabling a degree of privacy outside of the young person's room to meet with their family members. The grounds further provide a degree of space for young people to talk freely and without an audience to family members.

The development of same age peer relationships is an essential part of a young person's social development and developing sense of identity and friends are encouraged to visit young people at the Home. Friends are able to visit once contact is made with the parents of visiting young people as would be the case in a regular family home. The views of others resident in the Home are sought prior to friends of another resident visiting and such visitors are made aware of the expectations for behaviour and rules of the Home to ensure the visits are positive experiences.

Staff also ensure young people can regularly meet up with their friends away from the Home where appropriate and approved by the placing authority. Such contacts are carefully managed to assess the impact of these friendships on the young person. The individual staff support provided each young person throughout the day enables young people to discuss and reflect upon the challenges of maintaining relationships with friends within the environment of the Home.

The Home also provides opportunities for young people to communicate privately by phone, e-mail and social media with family and friends unless there are significant safeguarding concerns raised by them doing so.

The Home is able to facilitate supervised or supported contacts if required and sources local overnight accommodation for family members where distance would otherwise prevent contacts occurring at the Home. The Home will consider undertaking the transportation of young people to and from the family home for contact where families are unable to manage this arrangement themselves.

### **23. The Arrangements for Dealing with Complaints [Sch 1 Regulation 16 (6)]**

The Home has detailed policies and procedures for dealing with concerns and complaints raised by young people, staff or those outside of the Home, such as parents or placing authorities. This document is made available to parents upon request and can be found on the website: [www.arc-hd.com](http://www.arc-hd.com) . Should a person wish to register a complaint about the Home, they should contact the Home directly on 01794 884145 or contact the Registered Manager via e-mail: [rich.buck@arc-hd.com](mailto:rich.buck@arc-hd.com) and mark the correspondence 'Complaint'.

The Complaint Policy is presented to young people in an accessible format in the Young Person's Guide to the Home. Staff are trained to respond appropriately and in accordance with the Home's Complaints Policy when dealing with complaints.

There are no restrictions on the scope of issues that may be the subject of a complaint. All will be investigated, properly considered, and the findings made known to relevant individuals and groups with due respect for confidentiality. Many issues may involve lack of information, poor communication or misunderstandings and can be addressed with a degree of informality. In such cases resolution can be sought at source with any member of staff. If the concern or complaint cannot be immediately and informally addressed then more formal representations need to be made.

All complaints, whether verbal or in writing, and whether informal or formal, are recorded in a Complaints Log Book maintained in the Home. These are vetted by the Registered Manager to ensure the matter is not of a child protection nature.

Where matters of complaint are felt to be more serious the issue is forwarded directly to the Registered Manager or a designated senior staff member in their absence. At this stage the complaint will be in written form.

Where an internal resolve is not seen as satisfactory by the complainant, a Panel Hearing will be convened by the Registered Manager. This hearing is minuted and the young person or external complainant has the right to be accompanied in this hearing. The outcome of the Hearing is confirmed in writing to the complainant within seven working days. If the outcome of the hearing is not satisfactory to the complainant, representation can be made to external bodies for their involvement.

Young people are regularly reminded of the complaints procedure and how they can use this in their Keyworker sessions. Complaint forms are readily available and visible in the Home which further serves as a visual prompt to residents.

Young people are also reminded of the availability of the Independent Visitor and the Independent Advocate as additional routes to raise concerns should they wish to initially discuss concerns with someone from outside of the Home.

## **24. Reviewing Placement Plans**

The Home requests information on young people prior to admission from parents/carers, referring agencies and other involved professionals. This information takes the form of both written documentation and discussions with those involved to date in their care. The young person themselves provide further information during the Home visit. This information is used to develop the young person's placement plan.

The placement plan identifies the holistic needs of the young person and is consistent with any care plan for the young person prepared by the referring authority. The placement plan is written in consultation with the young person and includes appropriate achievement targets and risk management plans. The risk management plans identify with the young person, presenting risks and how effectively they can be managed by both staff and the young person themselves. The placement plan is signed by the young person and their Keyworker to indicate the content of the plan has been agreed by all parties. The Home's placement plan and all risk management plans are forwarded to the placing authority for approval. All correspondence with the placing authority is retained on the young person's case file.

Placement plans of young people are reviewed very regularly and at least on a monthly basis. Any proposed changes to the placement plan are discussed with the young person, their parents/carers and the referring agency prior to implementation.

The Home is committed to meeting Regulation 5 of the Children's Homes Regulation which identifies the importance of engaging with the wider system to ensure each young person's needs are met. There is regular liaison with professionals already involved in providing for the young person and new resources are explored where appropriate to ensure the holistic needs of the young person are provided for. The Home works proactively with the young person's placing authority to ensure they meet their responsibilities and appropriately challenges them in situations where the authority is not fulfilling these appropriately. All correspondence is retained in the young person's case file.

Young people are encouraged and assisted to collate information that contributes towards their care or placement plans and they are encouraged to be appropriately involved in their meetings.

The Keyworker is responsible for ensuring that the requirements of the plan are being implemented in the day to day care of young people.

## **25. Accommodation [Sch 1 Regulation 16 (3)a]**

The property, a three bedroom bungalow, is located near the rural village of Whiteparish. The accommodation provides spacious living areas including a kitchen and four other reception rooms. These provide individual recreational and study areas for young people and a place for visits specific to the young person to take place in relative privacy.

All young people residing at Brocklands have their own bedroom and access to shared bathroom and showering facilities. One bedroom has an en-suite shower room.

There are large gardens backing onto farmland and looking over fields. There are outbuildings which allow for craft activities and games such as pool and table tennis. The Home is within easy travelling distance of Southampton, the beaches and country parks on the Solent and within easy reach of theme parks and zoos both on the South Coast and on the Isle of Wight. There are outdoor activity centres and water sports venues close by in addition to local horse riding stables.

The Home is surrounded by a large garden which provides young people with a growing area for fruit and vegetables, a space for keeping outdoor pets and poultry and a grassed area for outdoor activities.

## **26. Therapeutic Techniques Used in the Home and their Overview [Sch 1 Regulation 16 (14)]**

Arc has access to appropriately qualified and supervised therapists on a sessional basis to meet the needs of referred young people in the Brocklands Home. The therapists operate within a safe environment where young people can experience or rediscover a sense of their own self-worth. The major aims are to provide resources that are:

- Nurturing
- Empowering
- Meaningful

Therapeutic work can be group or 1:1 orientated. Individual work will be facilitated by psychotherapists that specialise in different therapies. These include art, drama, music and movement and dance.

Arc actively encourages the continuity of existing therapy arrangements where possible and appropriate and will resource accordingly.

All young people will have the opportunity to access individual therapy appropriate to their needs. All therapy is undertaken with the agreement of parents, guardian and the young person. It is overseen by practitioners holding recognised current qualifications which have been verified by Arc. All therapeutic and medical interventions are only undertaken once agreed by all parties and are subject to regular reviews to assess the efficacy of the intervention.

Therapists engage with staff in the Home to provide relevant information to enable them to effectively work with the young people. This enables a relationship to develop between professionals across the disciplines.

Therapists are employed by Arc on a sessional basis. They receive external clinical supervision from experienced professionals within their own specific disciplines. Arc verifies the arrangements for this supervision.

## **27. Promoting Anti Discriminatory Practice [Sch 1 Regulation 16 (9)a]**

Workers in the Childcare and Education field have acknowledged for many years the need to respect and value young people and to treat them as individuals. One of the underlying principles of the Children Act 1989 is to provide for a child's racial, religious, cultural and linguistic backgrounds. Workers have a legal obligation to take these into account when working with young people and families. Anti-Discriminatory Practice addresses the need to work within an anti-discriminatory framework when caring for and educating young people.

The Home's Anti-Discriminatory Policy makes clear to all staff their responsibility to challenge and report discriminatory practice. Where discriminatory practice is reported, the issue will be addressed with staff concerned through supervision, or in more serious cases through the Disciplinary procedures.

Staff are reminded of their duty to role model anti-discriminatory attitudes in their communication with each other and in the presence of young people, parents, carers and external professionals. This ensures that negative or limiting stereotypes related to race, culture, gender, sexual orientation and disability are not evident or inferred in communication either verbal or written. Staff training within the induction period covers this important aspect of role modeling.

Young people's discriminatory attitudes are sensitively but assertively challenged by staff as they surface. Opportunities to change or challenge these attitudes are explored by staff within the Home through the promotion of appropriate education and social experiences. The house meetings and Keyworker sessions provide further opportunities to discuss with young people the importance of affording one another respect and understanding. The Home's rules make clear the expectation that young people will respect one another's points of view, feelings and personal space at all times. The promotion of anti-discriminatory values with young people raises their awareness as to their rights in turn ensuring they become more confident in speaking out about inequalities they see or experience themselves.

**Review and Update:** The Statement of Purpose is reviewed regularly and at least annually. Ofsted are informed of any updates to the Statement of Purpose and a revised copy is sent to them.