**HOWARD HOUSE**

**Children’s Home**

Statement of Purpose

**SCO65312**



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**Quality and Purpose of Care**

1. ***Statement reflecting the range of needs to be provided for by Howard House***

The purpose of our home and school is to provide a nurturing and caring environment in order to meet the emotional, physical, psychological and social needs of young people. We provide an integrated psychological support from our clinical psychologist to help us find the best ways of intervening in the lives of often very vulnerable young people. Individually tailored care plans will be implemented in order to help young people address and support their needs. The home provides medium to long term care for young people who are likely to have some social, emotional, behavioural difficulties and/or some mild learning difficulties.

We recognise there may be occasion where a young person requires care and accommodation beyond 18. On these occasions a period of planned extended stay will be considered and if appropriate will be offered to the young person.

We believe, and wherever possible, children and young people benefit from living within a warm and loving family. However, we recognise that this is not always possible and that living in a residential home (a safe base) can be an appropriate alternative for some young people. We believe that professionally delivered residential care in a small personalised environment can be a clear and appropriate model of intervention and support for young people with complex needs.

1. ***Ethos & Approaches***

Our philosophy is to provide a nurturing environment with therapeutic input. Young people are supported by experienced, knowledgeable and skilled staff applying psychologically informed practice. Our approach to caring is that we accept young people’s rights, feelings and the individuality of each young person to enable us to be responsive to them. We will encourage and support our young people to develop a sense of responsibility to themselves and others.

We work in partnership with professionals and carers to provide high quality care and support to the young people and are always sensitive to their individual needs. The staff team will listen; offer trust, courtesy and give respect to young people. We provide an environment where young people can feel safe and facilitate the incentive and motivation to allow for growth, self-respect and encouragement in order to help them become resilient capable individuals.

We believe that with the right level of commitment, dedication, perseverance, planning and support, young people can achieve, believe in themselves, and “never give up on their ambitions”. Our philosophy is carried through in practice by offering the young people in the home the opportunity to experience and be challenged by a wide range of activities and excursions that promote social skills, team spirit and personal development.

Whilst the young people’s interests and energies are being channelled constructively, Howard House offers ways to develop the discipline and routines necessary to integrate and function successfully within the local and global community. The young person will develop confidence in their ability to achieve and, in many cases; this will flow into areas of personal development and emotional growth.

It is hoped that, having spent time at Howard House, the young person will have learned respect for themselves and for others.

They will have been challenged and stretched developmentally and emotionally enabling them to increase their resilience and help support them to replace existing negative responses to stress and adversity.

We place high importance on continual reflection of our practice, and we are committed to this process in order to maintain a truly caring and nurturing environment for young people to do well.

1. ***The Outcomes We Aim to Achieve***

We aim to achieve positive outcomes by:

* Providing the opportunity for young people to build trusting relationships with a wide and varied range of positive role models
* Offer a semi-rural therapeutic, psychologically informed environment where young people feel safe and secure and where emotional, physical, social and spiritual needs can be met.
* Providing high quality care, placement and therapeutic plans for young people throughout their placement. Young people are encouraged and supported to have an active part in the process through consultation and ensuring their voice is heard.
* Supporting young people to enable them to understand their emotions and how these are linked to challenging and risky behaviour. In doing this, we can encourage them to learn coping strategies and ways of behaving that will allow them to engage more fully and successfully within the local and global community.
* Promoting positive contact and helping build relationships and attachments between young people, family members and other significant people in their lives in accordance with their needs and wishes as reflected in their care plan.
* Working in partnership with families, professionals and agencies and promote true multi-agency and multi-disciplinary working to ensure a high standard of care.

1. ***Accommodation Provided at Howard House***

Accommodation at Howard House will be provided for children and young people between the ages of 10 and 18 years, residents can be of mixed gender. There will be up to eight places available as a maximum occupancy. Whilst we can offer consideration at point of referral for a range of social, emotional and educational learning difficulties we are unable to provide accommodation and care for children and young people with complex physical disabilities.

Each child will have their own bedroom, decorated to a high standard and well equipped. We encourage and work with young people to decorate and choose furnishings for their room to make it their space.

These bedrooms allow for privacy and individual space for the young people and within each bedroom there is a lockable safe where young people can place personal items. There is the possibility in one of the largest bedrooms for a young person to share the room with their sibling if this is appropriate.

The building is divided into two sections, the ***school*** and the ***home*** and careful thought has been given to the layout and use of our building and grounds to create a nurturing environment in which our young people can live and thrive. The physical environment plays a significant factor in communicating our underpinning values of care, structure and nurture to both staff and young people.

Externally, the grounds include a play area for the young people which includes; a five a side football pitch and basketball area, a large vegetable patch, manicured gardens, lawns and an orchard. We are also able to offer the option of a self contained flat where young people can learn independent living skills and help in the transition process.

In the main area of the house there is a large spacious lounge, a study area and a games room with a pool table. The large kitchen is furbished to a high standard and as in most homes; is the heart of the home.

Work has recently been completed within the grounds and additional extra vocational workshops have been created. These areas now provide space for the young people to experience subjects such as painting and decorating, woodwork and plastering.

1. ***Location of Howard House***

Surrounded by farmland and set within three acres of private secluded grounds, Howard House is a large stone built detached building. Although we are set in a quiet rural location in South Northumberland, the nearest town of Bedlington is only a fifteen-minute walk with good local facilities and excellent transport links to Newcastle upon Tyne (12 miles) and North Tyneside (8miles) areas.

The house is maintained to a high standard of decoration throughout with involvement from our young people where choices of paint colours and furnishings etc. are included. There are also opportunities to gain experience in gardening, DIY maintenance, growing vegetables, and bush craft. The young people have planned and created a pond and an area in which to keep chickens. All these activities have positive meaningful outcomes and show our young people that they can contribute and invest in their environment.

We have been established for fifteen years and consider the area, the facilities, and the quality of care we provide to be nothing less than excellent for the development of any child or young person placed with us.

1. ***Supporting Cultural, Linguistic and Religious Needs***

Both the staff in the Home and School acknowledge that all children and young people are unique individuals and recognise their diversity and place a positive value on this within the home and the wider community. We do not influence young people on which religion, if any, they should follow.

We recognise the importance that children and young people should be allowed to retain their cultural and religious identity and full support and encouragement will be given in consultation with parents/carers and professionals to achieve this.

It is possible that, children and young people living within the care system may have lost touch with their religious heritage. We believe that all children and young people should have the opportunity to rekindle their faith if they so desire without fear of prejudice from others. We are committed to promoting each individual’s cultural, religious beliefs along with any linguistic needs.

Early identification of any of these needs at the placement meeting will allow us to promote the child’s rights in order to facilitate their engagement in Holy Days, Saints Days and celebrations etc. This also creates the opportunity to educate and inform other children, young people, and staff within the home in regard to other faiths and beliefs.

Should a child or young person wish to pursue any cultural or religious observance staff will ensure that appropriate support is given, and that local places of worship and any cultural centres appropriate to the young person’s religious and cultural heritage are identified. Staff will, as required, facilitate young people’s attendance, ensure special dietary needs/requirements with regards to their religious persuasion or cultural needs are catered for. Provision will be made for the observance of special days and times and provide space to worship.

Howard House will make every effort to meet individual linguistic needs including exploring service development; however, where it is felt individual needs could not be met due to communication difficulties a decision would have to be made whether Howard House would be an appropriate service and this would be considered as part of the admission process.

***7. Dealing with Complaints***

Young people residing at Howard House can bring to the attention of staff any concerns, grumbles or complaints, which they may have at any time. Not all day-to-day problems lead to a formal complaint. Often problems can be resolved by talking to staff, Managers, social workers or a nominated person. If a problem cannot be resolved satisfactorily at this level, then the child or young person or a representative is able to make a formal complaint.

Young people living at Howard House will be made aware of how to make a complaint if they are unhappy with any aspect of living in the home, what the procedure entails and will be supported throughout the process. At Howard House we aim to follow the placing authority’s individual complaints procedure but have a standard procedure within the home for the guidance of the young people and the staff, which is as follows:

**For the Young Person:**

All young people on admission will be issued with a booklet containing information on how to complain should they wish. Full support will be given by the staff team who will be on hand to answer any questions they may have. The young person can sign and retain the booklet for their information, a copy will be held on the young person’s personal file. Young People can also make a complaint through their Local Authority Complaints Department.

This information is also given on admission. Young people can also notify Ofsted. Further contact details are included at the end of this Statement of Purpose.

**For the Parent, Person with Parental Responsibility or Significant Others:**

1. Telephone, visit or write to the Registered Manager or any other member of staff stating the nature of the complaint.
2. Staff will listen and record the complaint and will then inform the young person’s social worker and Ofsted if necessary.
3. Every effort will be made to resolve the complaint satisfactorily even though the outcome may or may not meet with your approval. You will then be notified of the outcome in writing with copies sent to your child’s social worker and Ofsted.
4. If you feel that you cannot talk to anyone at Howard House or you are unhappy with the result of any investigation, you should contact your own or your child’s social worker and the placing Authorities Complaints Department who will deal with the complaint for you. In any event, should you wish to do so, you may go straight to the placing Authorities Complaints Department or to Ofsted.

If your complaint is about a member of staff: Do not tell that member of staff, ask to speak with a member of the senior staff team or make a request for them to contact you. If you feel you are unable to approach anyone at Howard House regarding your complaint, please speak to your child’s social worker or someone else you can trust.

**Procedure for Staff on Receiving a Complaint**:

All complaints are taken seriously. All complaints are recorded on the young person’s file. We will act upon the complaint as set out in our policies and procedures. We will make sure the young person is fully aware that he or she can decide who deals with the complaint and is aware of any telephone numbers that they may need. The complaint must be dealt with to the young person’s satisfaction and records of the outcome made on the individual file and the Howard House logbook.

If the complaint concerns a member of staff, the Residential Manager will deal with the complaint from the beginning. The Residential Manager will inform the young person’s social worker/local authority and possibly Ofsted and either or both parties may investigate the complaint.

In serious matters of complaint against a member of staff, the Residential Manager will suspend the staff member, without prejudice, until the complaint has been totally investigated to a conclusion.

Should there be a complaint about the Residential Manager this should be given directly to the Operations Manager.

Copies of the complaint and outcome will be recorded on the young person’s file and Howard House files with copies sent to the placing authority.

***8. Safeguarding Children, Preventing Bullying & Missing Child Policy***

Copies of Northumberland Safeguarding Children Board procedures and from all other placing authorities are available to staff at Howard House through the individual local authorities’ websites. Staff will be clear about their role in relation to child protection and what action they are to take and procedures they are to follow to protect any child who is at risk.

The welfare of the children living with us is paramount and we are committed to living and working in an environment that is abuse free.

Abuse can constitute maltreatment, including neglect, physical **abuse**, sexual **abuse**, exploitation and emotional **abuse**. We acknowledge that abusive incidents may occur and if they do, or should a child or young person make disclosures of past or historical abuse we will:

* Work within child protection procedures that will inform our actions
* Support the victim of abuse to help resolve their experiences
* Support any witnesses of the abuse.
* When appropriate, support the perpetrator of the abuse to understand and change their behaviours.

As well as the procedures above, Howard House also has comprehensive procedures and policies for the protection and behaviour management of our young people. Staff will receive regular appropriate training and supervision to enable them to recognise all the forms abuse can take, to deal with suspicion of abuse and to minimise all risks of abuse whilst the child is looked after. Staff guidance includes:

* Making a full assessment of the children’s histories and any experience of abuse.
* Observing contact between children.
* Appropriate physical contact between staff and children.
* One to one time alone with staff and children.
* Staff complete annual safeguarding training, receive regular updates, and are all aware that anyone who receives an allegation of abuse should avoid asking leading questions or giving inappropriate guarantees of confidentiality, as this information may need to be passed on.
* Members of staff who may be subject to an allegation made against them will have written guidance that clearly states how they will receive information and support whilst the incident is investigated.

The registered manager and staff team maintain good links with other professionals connected with child protection including Northumberland’s Designated Officer and never work in isolation.

**Managing Allegations**

Members of the staff team always listen to Children and Young People and take seriously any concerns or allegations made. They are careful to avoid leading questions or promises of confidentiality. All issues are discussed with the Registered Manager and the active social worker unless the concern or allegation is about the Registered Manager; any member of staff will in these circumstances know to go directly to the Designated Safeguarding Officer or the Responsible Individual

**Preventing Bullying**

Bullying can be devastating to children’s lives and therefore we make it very clear that bullying is totally unacceptable and will not be tolerated. We define bullying as the behaviour of one person or group, which causes distress to another person, or group as a result of a physical threat, assault, and verbal abuse. Bullying activities may include humiliation, exclusion, teasing, blackmail, damage to, or theft of personal possessions and intimidation of other young people with abusive text messages on mobile phones and through social media.

We recognise the unhappiness and damage that can be caused by bullying behaviours and will always counter and confront bullying. We will endeavour to create a culture and communication network where the staff are vigilant, and children are easily able to confide in each other and/or staff if they are being bullied.

In the context of our therapeutic approach, we understand that bullying is a form of communication by the perpetrator that they too may be vulnerable and anxious.

These abusive behaviours need to be understood and challenged in a supportive way whilst at the same time clearly protecting others who may be vulnerable to bullying. An open informed environment makes it difficult for bullying to occur and easy for it to be identified swiftly and action taken promptly.

Staff training includes specific areas of bullying and we will work together with professionals, parents and teachers to eradicate this behaviour. Our clinical psychologist works with the team to understand the dynamics and respond with appropriate interventions, addressing the underlying causes. All young people who are victims of bullying will be supported and those whom are known to bully, will be given appropriate help and guidance. If the need arises, we will seek specialist help and guidance.

**Internet Safety**

At Howard House we recognise that the use of internet and communication technologies can bring great benefits and opportunities to our young people. However, we also recognise that these can also introduce dangers from which we must protect the young people. We ensure all our young people have access to the information they need to keep safe, are given appropriate levels of supervision and provided with additional support, advice and guidance where necessary. Howard House Wi Fi services have been independently checked and certified by Friendly Wi Fi Programme.

**Missing Young People**

The care provided by the home is such that it is hoped children and young people feel safe and secure, thus minimising risks that they may go missing. Individual risk assessments are in place to minimise risk. There are generally no restrictions on the child or young person entering or leaving the premises and these arrangements will be outlined within the individual care plans. There are exceptions, for example when a child or young person places himself or others at risk or if it is known in advance that a crime may be committed. Nevertheless, it is the duty of the staff to be aware and monitor the whereabouts of all children and young people placed in our care. By working in partnership with Northumbria Police and *Northumberland Children’s Services joint protocol for children and young people missing from home and care*, there is clear definition of roles and responsibilities for care staff and managers. Individual care plans and agreed arrangements with social workers need to be considered in respect of young people who go missing.

If staff are concerned in any way in relation to the safety and welfare of young people when they are missing, staff will follow the procedures below:

1. Contact the police
2. Contact the parent or person with parental responsibility
3. Contact the young person’s social worker or member of their Local Authority Social Service Department (if in normal working hours).
4. Notify their EDT (Emergency Duty Team) if necessary if outside of normal working hours.
5. Search for the young person and take all reasonable steps and actions to locate the young person and where necessary work closely with the police to achieve this.

On a child’s or young person’s return, those person’s or authorities that had been advised the child or young person had been missing must now be advised of their return. The police will be notified first. The child will be welcomed back to the home by staff.

There will be a post incident talk with the child by staff when deemed appropriate and an interview carried out by an independent person allocated via the placing authority within 72 hours of their return. Where appropriate, attempt to ascertain the reason for the child going missing.

Regardless of circumstances the following matters will be addressed:

Do they need food and drink? Are they comfortable? Do they require medical attention? Talk of our concerns to the child or young person regarding their welfare and safety while they have been gone. There will be no retribution for the child going missing and all efforts will be made to settle them into the normal routine of the home.

**Views Wishes and Feelings**

***9. Consulting with our Young People. Views, Wishes and Feelings.***

The Home is managed and run, as far as is practically possible, as a family home with a family environment. However, we also recognise that we are providing a professional, therapeutic residential model which requires a deliberate application of structure and theory into our practice. Within this philosophy children and young people are consulted about every aspect of their daily life and the care they receive. At the core of consulting with our children and young people about the quality of the care they receive, our policy is to act upon any feedback we are given. Discussion and consultation with the young person happen both formally informally all of the time.

At Howard House we use a variety of methods to consult with children and young people about their quality of care, these take the form of discussions and chats and more formal meetings such as key worker sessions, house meetings, reviews and consultation forms. On a daily basis, staff in Howard House will consult with children and young people about activities, food, and the home itself, including decoration and purchasing of items. Young people are also provided with an information booklet called *‘It’s My Turn to Talk!’* a guide to help them understand how they will be looked after and their right to be heard.

**House meetings and Information**

These take place at least monthly or as requested by the young people. All those living in the home are invited along with the Managers or staff on duty.

The staff, children and young people set a written agenda and minutes are taken. Each item on the agenda is discussed and a solution is proposed or further consultation outside of the meeting may have to take place before a definite outcome can be reached. Staff will always ensure actions are concluded and fed back to young people.

**Key working**

Consultation takes place with children and young people through 1:1 key work sessions. It is the responsibility of the key worker to for ensuring wishes and feelings of children and young people are listened to, recorded and given due regard - sometimes this may involve the key worker being creative to ensure the child’s wishes and feelings are captured. Other ways of providing information is through posters, activity planners and group discussions.

At specific times of the year staff receive instruction as to the content of their key working sessions. This ensures that all children and young people receive the same information, support and direction. These key sessions will include many topics including, ‘keeping myself safe’, online safety, healthy relationships and personal hygiene.

**Reviews of Placement Plans**

The Care Planning, Placement and Case Review Regulations are clear about when the young person’s care plan should be reviewed. The purpose of the Review is to monitor the progress of achieving outcomes as described in the Local Authority’s Care Plan and Residential Care Plan. A Review is held to make decisions and amend the plan as necessary.

Reviews take place to ensure the child’s welfare and progress continues to be safeguarded and promoted in the most effective way. The home’s Registered Manager will ensure plans remain up to date and if necessary, will call a review earlier if they feel it is in the best interest of the child or young person.

The children or young person is encouraged to participate in the whole process. They are provided with support and assistance when indicating their views and opinions on the required consultation forms, as well as attending the meetings. Children and young people are made aware they can also use the services of NYAS (National Youth Advocacy Service) or Independent Visitor if they wish.

**Quality Assurance & monitoring**

Quality assurance is the process by which the home ensures the service it provides not only conforms to legislative obligations but serves to monitor the welfare, progress and outcomes for the children and young people accommodated. The home also ensures that the children and young people are regularly involved in contributing to this process and their wishes and views are taken into account.

To assist in the monitoring of the home independent visits are carried out monthly under Regulation 44 of the Children’s Homes Regulations; these are undertaken by an Independent Visitor from NYAS (National Youth Advocacy Service). Young people placed at Howard House can consult in confidence with an Independent Visitor and have their views, wishes and feelings conveyed through this route to the manager and staff team. This arrangement ensures that children and young people can talk with experienced people who have access to the Director, Responsible Individuals, social worker, family members and Ofsted.

The Registered Manager also completes a 6 monthly report under Regulation 45, in respect of the operation of the home and as part of these processes children ,young people, family and other professionals are consulted regarding the quality of care received by the child or young person living in the home.

Children and young people are encouraged to participate in all aspects relating to the running of the Home from recruitment and selection of staff, through to house rules and expectations, preparation of the ‘Children’s Guide’, menu planning, and what activities they are interested in pursuing. We enable young people to contribute (where in the past they may have felt powerless or unheard) and see their thoughts and suggestions put into place, enhancing the young person’s development, confidence and self-esteem. Through empowering the young person to contribute and participate, other areas of work with the child or young person can be facilitated.

The Individual Care Plan of each child or young person will initially be based on information provided by relevant professionals on admission. However, as soon as practically possible we will work with the young people to implement their plan, taking account of the wishes and feelings throughout and together agree to its aims and objectives. This process helps the young people to feel empowered and have an immediate ownership of their plan. They will always have support from their keyworker and other staff and have an active part when their plans are reviewed.

1. ***Anti-Discriminatory Practice in Relation to Children, their Families and The Children’s Rights***

Staff recognise and acknowledge that all children and young people have both general needs as they grow up and specific needs as an individual with a unique personal history.

Howard House is opposed to discrimination against all children and young people and their families in any form that may prevent that young person from reaching their full potential. To this end the staff team are instructed to work relentlessly to prevent discrimination on the grounds of race, colour, nationality, ethnic or social origin, language, culture, gender, sexual orientation, age, religion / non religion, disability, political or other opinion, birth or status.

Staff are committed to maximising the child or young person’s potential. Any discrimination by children, young people or adults, no matter how subtle, will be challenged. Should staff witness any discrimination towards any child or young person by another member of staff they will be expected and encouraged to whistle blow. Staff are encouraged to promote the rights of children and young people who may wish to make complaints by assisting them in whatever way the young person wishes, including framing the complaint with the child or young person and passing on that complaint to the appropriate body.

At Howard House we ensure that there is a balance between the child’s or young person’s rights and their responsibility to consider the rights of others. We also consider their stage of development, abilities and decision-making capability within this framework and advocate where necessary.

We also adhere to the United Nation’s Charter on Children’s Rights and the National Youth Advocacy Service supports young people in ensuring their rights are adhered to.

All children and young people placed at Howard House have the right:

• To be protected from harm.

• To be heard.

• To be treated with dignity and worth.

• To have access to appropriate education, training, employment and leisure.

**Recording and files**

At Howard House information about children and young people and the care they receive is kept both electronically and in paper format. Confidentiality and privacy is an important aspect of everyday life in the home and Information is only shared with those who should have access to it an only when it is needed to be shared. Children and young people are aware that they are able to access their files at Howard House and the preferred way for this to take place is in a planned way, with their keyworker. This is in order that records can be explained in an age appropriate way, and to ensure that any restricted information is not accessed.

Staff at Howard House will actively promote and advocate for care plans to be drawn up and carried through to meet each child or young person’s needs. In all cases, decisions will be made that promote the best interests of each individual and we will seek the views of the child or young person (and their family if deemed appropriate).

**Education**

***11. Provision to Support children with Special Educational Needs***

Every child and young person, whether in a mainstream or in a special education setting, deserves a meaningful education to ensure that they can fulfil their potential. Children and young people with an Education Health Care Plan or Statement of Educational Need, face significant barriers to their progress and achieve less well than their peers at school and in further education, they may also be more likely to be bullied or excluded than their peers.

Howard House has high expectations for the children and young people and the skills provided by professionals to help them to learn. We will strive to ensure that children and young people in our care are educated by professionals who understand their needs, without fear of being stigmatised by their peers and in an environment where disruptive behaviour is not accepted.

Progress will be monitored and evidenced to ensure success is achieved and remains aspirational. This will include preparing young people in each of their transition steps throughout their education journey, recognising their achievements, improving attendance and where appropriate reduction in behavioural issues including exclusion.

The staff team will play a key role in supporting the children and young people to ensure any identified issues, needs or support is given and followed through in line with their Personal Education Plan or Education Health Care Plan.

1. ***Howard House School.***

***‘Encourage, Achieve, Aspire’***

Howard House School is an Independent School (DFE reg. 6046) that can admit up to twenty students. Residential children and young people make up approximately a third of our school cohort at present. Day students can attend both on a short- or long-term basis. The school has three large classrooms, two small classrooms, an ICT room, an arts and crafts area and a self-contained kitchen. In addition to this the school makes good use of the facilities within the Home as well as in the local area to support sport, exercise and outdoor education

Howard House School utilises a robust spiritual, moral, social and cultural curriculum that develops students’ self-esteem and self-confidence. This is underpinned by a range of off-site activities that allows students to experience the world in local, regional, national and global contexts. Our school will liaise closely and work in conjunction with the homes staff team, and involved professionals, to ensure they are aware of what is available and what resources are on offer to ensure each Young Person who has a Personal Education Plan receives their full entitlement and funds allocated to them.

The curriculum is designed to promote success and achievement. It is broad and balanced and there are many opportunities for students to study a range of subjects, which cover all the areas of learning. The curriculum is based on National Curriculum programmes of study and there are appropriate schemes of work in place. These are adapted and personalised to meet the individual needs of students.

Students have good opportunities to develop their literacy and numeracy skills in other subjects across the curriculum. Students engage with timetabled lessons learning how to keep themselves safe and develop their self-esteem and confidence through a well-developed PSHE programme. This programme is closely supported by our local Police Link officer who delivers training for staff where required as well as coming into school to meet with Students, discuss current issues and to join charity fundraising days.

Students have opportunities to engage in extracurricular activities such as cultural awareness and there are a wide range of visits organised such as field trips and visits to museums to study aspects of history. They also can participate in ‘Forest School’ activities and enjoy residential and camping experiences, which contribute much to their learning and their spiritual, moral, social and cultural development.

The School’s experience of working with disengaged, disenchanted and sometimes challenging students has demonstrated the importance of developing unconditional positive relationships; allowing for and promoting success through education; developing opportunities for integration and inclusion into society; promoting self-esteem, confidence, responsibility and independence; and recognising the many individual needs of children and young people on an educational, personal and social basis. We endeavour to ensure that student learning is at the heart of all that we do and that this is reflected in the School’s core values and management structures and systems.

Staff at Howard House School are experienced in managing challenging behaviour and work tirelessly to ensure positive outcomes for students. Staff members have access to high quality training and resources that allows them to keep up to date with the latest issues and trends in education.

**Enjoyment and Achievement**

1. ***Encouraging activities which reflect creative, intellectual, physical and social interests and skills***

At Howard House we recognise enjoying and achieving is about accomplishment, it helps develop positive self-esteem, feelings of acceptance, adequacy and self-worth. It is also important that activities stimulate creativity, intellectual, physical and social interest and skills. We provide this by maximising opportunities through involvement in recreation, sports, cultural activities, education, hobbies and leisure interests, community participation, holidays and celebration of achievements.

**Cultural Activities:** Visits are made to places such as Alnwick Castle, Life Science Centre, Beamish Museum, BALTIC Centre, Alnwick Gardens, Hadrian’s Wall and Cragside estate. Trips have also been made to places such as Holy Island, Lindisfarne, Durham, and Blackpool. Howard House School re-new annual passes to all National Trust sites and museums.

**Recreation:** At Howard House the young people have choices of outside activities; these may be to go ice-skating, cinema, swimming etc. Within the home we have pool, TV, DVD’s, games consoles and computers. However the young people are encouraged not to spend great lengths of time on such activities, to encourage exercise and fresh air, we have large enclosed grounds which includes a play area, with a range of equipment, a five a side football pitch and volley ball area, a large vegetable patch, manicured gardens, lawns and an orchard.

The children and young people also visit theme parks such as Flamingo land and Alton Towers or go to adventure places like Forbidden Corner or Go-Ape.

**Pets:** At Howard House we recognise the benefits to children and young people having pets in the home. We currently have several chickens and staff sometimes bring in their dogs. This gives the young people the opportunity to learn about and care for an animal, while helping them display feelings and emotions. All animals on site are subject to prewritten risk assessments.

**Sport:** Children and young people are encouraged in sport, not only at school but also in leisure time. The benefits to self-esteem in doing well in a sport are significant. If the children or young people are interested in team games or activities, they will be supported in becoming members of the local clubs; this will be facilitated with the key worker and other staff members.

**Holidays:** At Howard House we enjoy holidays away from the home, this may involve an activity holiday in a caravan, sightseeing in cities staying in hotels and bed and breakfasts and exploring new experiences and cultures through holidays abroad.

**Celebrations:** At Howard House we believe it is incredibly important to celebrate all achievements of children and young people whether this is small footsteps or huge mile stones, this could include having a really positive week at school, celebrating a birthday, leaving school, passing exams and maybe driving tests.

**Citizenship:** At Howard House we believe it is important for children and young people to grow up in an environment that promotes a sense of belonging and an ethos of giving. Children and young people are therefore encouraged and supported to contribute to the local community they are part of. This may include a young person helping with local fund raising’ events, being neighbourly and thoughtful or taking up some sort of paid or voluntary work depending on age and ability.

Howard House delivers the John Muir award and is registered as a Duke of Edinburgh Award Centre. This will give young people the opportunity to achieve bronze to gold awards within the program.

**Health**

1. ***Health***

At Howard House young people will be expected to attend a Health Assessment annually; children and young people are also encouraged to attend regular appointments at the Dentist and Opticians. Young people living in the home are advised and supported in eating a healthy and nutritious diet, the young people are encouraged to create a menu of likes and dislikes, this helps staff when organising meals, staff always try to introduce new foods to young people.

Exercise is also important to growing children and young people and staff encourage physical activities, but also realise that at times some children and young people benefit by just resting. Children and young people are supported in maintaining good personal hygiene, staff members are careful that they do not embarrass or belittle children or young people when talking about personal hygiene. Staff members ensure that children and young people have enough toiletries and prompt all young people to bathe regularly.

Staff members also discuss sexual health issues such as safe sex, aids, HIV and other sexually transmitted diseases. Harmful effects of smoking, vaping, drug taking, and substance abuse are also discussed.

The home also has access to advice around sexual health, there is access to LAC Nurses who can visit the home and work with staff and young people giving advice, as well as a confidential service to young people.

All staff members are also trained ‘in safe handling of medication’ and the Registered Manager has a Level 5 Managing Medication Systems.

Additionally, at Howard House we have an integrated psychology service which assists staff in developing plans for the care of our young people. This provides clinical governance to our care planning and risk assessment which is then supported in practice through systemic consultation. This evidence-based approach is recommended and approved by NICE. We measure outcomes for our young people through continuous assessment and consultation by our psychologist.  Using questionnaires (professionals, young people and staff), and subsequent analysis by our psychologist we can work with recommendations and strategies to improve; health and wellbeing and risks to our young people. Howard house have developed their own system of monitoring progress in line with and upon the advice and guidance from the psychologist e.g. via tip files. The files are individualised to each young person and are used to help evidence the progress made in line with the advice given.

Our professional residential staff are not trained in any specific therapeutic techniques, the psychologist does however support staff with the development and application of various strategies that can help our children and young people and these will be closely monitored and evaluated from point of admission and then quarterly to enable all progress to be monitored.  The psychologist also provides training and supervision for staff, the aim of which will be to develop a rich understanding of the children and young persons’ behaviour, relationships and general functioning.

The theoretical models and approaches used will draw on evidence-based interventions including the use of cognitive behavioural therapy, attachment theory, systemic therapy and developmental trauma; the use of creative/play techniques are also explored as appropriate. The effectiveness of any approaches we make are specific to targeted behaviours which are individualised to each young person and in consultation with our psychologist. The psychologist is fully trained and qualified to doctorate level to deliver this work with and through the team.

The Psychologist is also available to undertake a wide range of cognitive and other psychological assessments, tests and measures to address the young person’s difficulties and behavioural issues.

.**Positive Relationships**

1. ***Promoting contact between children, family and friends***

One of our primary objectives is to promote positive contact between children, family members and other significant people in their lives. Research indicates the high value of this contact to the child or young person and is especially valued as a foundation for when they leave care and need support from family.

We understand that many of our children and young people have had poor parenting experiences and attachment difficulties; this makes the forming and sustaining of appropriate relationships challenging for them. It is this starting position that we approach the task of supporting individual children and young people with their family relationships. Rooms can be set aside for this purpose though children and young people and family members may have access to other communal areas.

Family members are expected to abide by the rules that apply to the children and young people, for example, leaving the building at a reasonable time, not disturbing others etc. Staff, as part of their duties will make general observations on the quality of contact between residents and family members and reports may be compiled of these interactions when necessary.

We will make every effort to maintain constructive contact with parents, siblings, significant family members, friends or any other people who are of importance to the young people in our care. Contact arrangements will be discussed and confirmed on admission and are set out in detail in the placement plan. Any restriction on contact because of child protection issues are made very clear.

Young people can make and receive telephone calls in private without asking staff where this is appropriate to do so; this will be discussed with the young person’s social worker and a risk assessment made in unison.

Staff are aware that young people, parents and significant others have a right to maintain contact. If necessary, young people can be escorted by a member of staff in order to facilitate and supervise any contact if it is necessary. Parents, relatives and friends are encouraged to visit Howard House and may be invited to take part in their child’s activities.

**Protection of Children**

***16. The homes approach to surveillance and monitoring***

At Howard House Young People are well supervised with a high staff to child ratio which is never less than one staff to each two children. We try to maintain as normal a family environment as possible, however due to the size and expanse of the building and to ensure staff are alerted should individuals enter or exit the property a sounder is fitted to the external doors of the building and activated when exterior doors are opened.

The home has an alarm fitted which can be activated during the night; however areas needing to be accessed by the young people are not activated.

1. ***The home’s approach to behavioural support***

The need for structure and boundaries is a basic childcare need that helps the young people have a sense of feeling secure and safe. It is the expectation that staff will provide structure for them when living in the home. The home has a clear code of conduct for all children abnd young people, which explains the house rules and expectations.

When expectations are clear the children and young people are more likely to feel safe, cared for and make progress. A restorative approach and achievable incentives are always more motivating for young people than the threat of losing something they may value. The home recognises that these incentives and rewards are much more effective in dealing with and changing behaviours.

In Howard House we also use the skill of reflection in our behaviour management strategies, we approach and review our techniques of intervention and change in light of experiences learnt. We pride ourselves on the multi-agency relationships we have across the county and use these to collect and use information, varied views, ideas and strategies to best meet the needs of the children and young people in our care. Particularly with professionals from CAMHS, CYPS and education. To achieve this, we have regular team meetings, focused supervisions, training (provided internally and externally via partner agencies) and regular de-briefing sessions following any incidents to reflect on our strategies used and build and develop these into our children and young people’s individual care plans.

**Boundaries**

Howard House operates within a structured framework of rules and boundaries. The staff team operates a flexible and consistent approach within that framework, recognising that while boundaries in a home are important, it is equally important not to lose sight of the fact that these children have the right to as normal a life as possible.

As already stated, we recognise that reward is more effective than punishment. Nevertheless, there needs to be consequences for unacceptable/anti-social behaviour which affects the quality of others living in the home and which may be detrimental to the young person’s own personal development. We will always try to take a restorative approach to consequences and look for opportunities for children and young people to earn back ‘lost items’ or privileges.

**The Home’s approach to restraint**

Should a situation develop where a child or young person becomes dangerous and out of control; we have a duty to protect not only that child or young person but also other residents, staff, members of the public and property. Physical intervention therefore could be the only course of action and staff will follow the D.O.H ‘Guidance on Permissible Forms of Control in Residential Care’.

The principles relating to the use of physical intervention may be summarised as follows:

* Staff should have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself or others or causing serious damage to property.
* Staff should take steps in advance to avoid the need for restrictive physical intervention, e.g. through dialogue and diversion; and the child or young person should be warned orally that restrictive physical intervention will be used unless the action desists.
* Only the minimum force necessary to prevent injury or damage will be applied.
* Every effort will be made to secure the presence of other staff before any restrictive physical intervention. These staff can act as assistants and/or observers.
* As soon as it is safe, restrictive physical intervention should be gradually relaxed to allow the child to regain self-control.
* Restrictive physical intervention should be an act of care and control, not punishment.
* Restrictive physical intervention should not be used purely to enforce compliance with staff instructions when there is no immediate risk to people or property. Restrictive physical intervention will always be used as a last resort.

All staff receive formal training on the management of challenging behaviours as part of the induction process. Howard House uses the *Crisis & Aggression, Limitation & Management* (CALM) method of intervention and is also used by our host authority for their staff. Information on this training is available on request. Howard House has been awarded a CALM Quality Assurance Certificate to confirm we are fully compliant with the techniques used and training is always maintained.

**Leadership and management**

1. ***The name and work address of:***
2. Registered Provider

B) The Registered Managers.

|  |  |
| --- | --- |
| **The Registered Provider and Responsible Individual:**  Angela O’Neil  Howard House  Netherton Colliery,  Bedlington,  Northumberland  NE22 6BB  01670 820320 [info@howardhousecare.co.uk](mailto:info@howardhousecare.co.uk)  wwwhowardhousecare.com | **The Registered Manager**:  Charlotte O’Neil  Howard House  Netherton Colliery,  Bedlington,  Northumberland  NE22 6BB  01670 820320 [info@howardhousecare.co.uk](mailto:info@howardhousecare.co.uk)  wwwhowardhousecare.com |

1. ***Experience and qualifications of staff***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***NAME*** | ***GENDER*** | ***START DATE*** | ***JOB TITLE*** | ***WORK EXPERIENCE*** | **QUALIFICATIONS** |
| **Angela O’Neil** | Female | Nov 2004 | Responsible Individual  Company Director | Angela is a qualified nurse. She has two children of her own and has 10 years working as a foster carer for children aged between 14 and 18. Angela has undertaken outreach work with young people who have been excluded from mainstream school. Experience in childcare, including working with women and children who have been victims of domestic violence. Supported young adults aged 16 – 21 with learning difficulties and disabilities towards independence Working for North Tyneside Social Services Community Physical Disabilities Team, with the children of clients she supported in the community. Angela opened Howard House in 2004. | English National Board for Nursing and Midwifery, General Nursing level 2, Cache level 3, Certificate of professional development in work with children and young people, NCFE care induction standards, British sign language stage 1, Registered Managers Award. CALM trained. |
| **Charlotte O’Neil** | Female | Jun 2009 | Registered Manager | Having worked for us since 2009 Charlotte has built on her academic knowledge and used this when working with our young people building some very positive relationships. Charlotte has worked full-time in our school for 4 years before making the transition into residential childcare where her strengths lie. | Level 5 Leadership and Management Award. BA (hons) Childhood, Youth and Early Years ASDAN coordinator for young people, Safeguarding, e-safety, child sexual exploitation, anti-bullying, CALM, Child Development and Attachment. First Aid, Food Safety |
| **Lesley Brind** | Female | August 2018 | Operations Manager | Lesley has recently moved from the South East. She has worked within Education and Children’s services for over 20 years focusing on the safeguarding, welfare, SEN and behaviour areas of care and education in a number of roles at a local authority school for BESD boys and later as the Residential Manager. Lesley’s last post was as a Specialist Senior Family support worker, split between community work and residential duties. | Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (QCF) - (Children and Young Peoples Residential Management) NVQ Level 3 Childcare and Education (with Special needs endorsement) Diploma in Counselling (Children and Adolescents) Diploma in Cognitive Behaviour Therapy ( Children and Adolescents)Higher Level Safeguarding Designated Safeguarding Northumberland Lead Advanced safeguarding Northumberland CSE/CDE training OSCB Sound Reading System  Read, Write Inc training Medication administration training Self - Harm awareness and support.  Autism training and delivery of training |
| **Dr.Lisa McClarence** | Female | March 2014 | Psychologist | Lisa supports young people and staff  providing support in managing behaviour of concern, guidance and strategies for staff when working with young people, 1:1 sessions with young people, and support with placement / care plans within Howard House.  Lisa also works with young people at CAMHS. | BSc Psychology with English  PHD Counselling Psychology  Post Graduate Counselling Psychology  Foundation Course in Family Therapy and Systemic Practice.  Member of The British Psychological Society. |
| **Sharon Harvey** | Female | Nov.  2009 | Senior RCCO | Sharon has undertaken extensive training whilst being employed at Howard House and has completed her NVQ level 3 Health and Social care. She has enrolled to complete her Diploma level 5 in management. Sharon has a vast array of experience of working with children prior to her employment at Howard House including working within Northumberland Youth Offending Team. This post gave Sharon the opportunity to address and deal with various behaviours and attitudes displayed by young people. | NVQ level 3 in health and social care children and young people, CALM, First Aid, Recording Skills, Health and Safety in the work place, Child Protection, Life Story Work, Fire Safety, Food Safety, Stress awareness and management, Risk Assessment Training, Basic Counselling Skills, Drug and Alcohol awareness, Duke of Edinburgh Induction training, Life Story Work, Sexual Exploitation |
| **Julie Whitfield** | Female | Aug  2018 | RCCO | Julie has a wealth of childcare experience having raised two children with social emotional difficulties. Both Julie’s children have been successful in gaining places at University. Julie has also held a deputy manager position for two years in a Kindergarten whilst stationed in Germany. She is keen to learn and has built excellent relationships with our resident children and young people. Julie has also recently begun key working one of our young people. | Level 5 Leadership and Management in Elderly Care. Health & Social Care Level 2 & 3. Safe Handling of Meds. Epilepsy and Mental Health Awareness. PREVENT workshop. Fire Safety in Children’s Homes. Food Hygiene. Understanding Challenging Behaviour. Safeguarding Children Children’s Homes. |
| **Dave Flett** | Male | Nov 2012 | RCCO | Dave has a level 3 Children and Young people and is currently working towards his Diploma 4 Children and Young People Team Leader’s Award. has gained a lot of experience over the last six years. He is constantly developing his skills and knowledge and putting these into practice for the benefit of our young people. He also enjoys sharing his passion for gardening with any interested young people. | Diploma 3 children and young people Health and Safety, Fire Safety, Food Hygiene, First Aid, CALM, Safeguarding, Risk Assessment, Diploma 4 Children and Young People achieved. |
| **Hannah Moses** | Female | Jan 2016 | RCCO | Hannah began working at Howard house after having a well-established career as a dental nurse for over 10 years. Hannah has a NVQ level 3 in Oral Health Care and passes on her knowledge to the young people. She also has a Science Diploma. Hannah is part of a family who fostered young people for 10 years this has provided her with a good understanding of the complex lives of looked after children. | Hannah has a Level 3 Diploma in Children and Young People. Risk assessment. Safeguarding. Equality and diversity. CALM. Channel awareness. |
| **Jason Whitelaw** | Male | Feb 2007 | RCCO | Jason was employed by Outdoor Care as a manager/deputy manager of two to one units. Jason has raised his own family and has been successful in assisting them to attain high levels of self-worth, independence and achievement. Jason has vast experience in agriculture, and he is keen to pass on his knowledge to any young person that shows an interest in this area. | NVQ level 4 in health and social care children and young people, CALM, First Aid, Recording Skills, Health and Safety in the workplace, Child Protection, Life Story Work, Fire Safety, Food Safety. Food hygiene, Substance misuse. Risk assessments. Sexual exploitation. |
| **Tania Young** | Female |  | RCCO | Tania is a member of staff who has made a career change to work with children and young people. Tania has already shown her dedication to the welfare and education of children and young people in care and happily shares her passion for baking with those who show an interest to learn. Tania is working towards her Level 3 Diploma in Children and Young people’s services. | CALM, An Introduction to Child Sexual Exploitation and Child Abuse, Data protection and confidentiality, Equality and Diversity, Fire Safety, Food Safety and Hygiene. Safeguarding from Sexual Exploitation, Awareness of Child Abuse and Neglect. |
| **Karl Harkins** | Male | December 2019 | RCCO | Karl is our newest member of staff who has made a complete career change from the Royal Marines. Karl is eager to pursue his career in Childcare and has settled into the team at Howard House quickly. Karl demonstrates an understanding of the importance of Safeguarding young people and shows a willingness to learn and support the young people to achieve and succeed. | Karl has enrolled for his Level 3 Diploma and has CALM in January 2020. In addition to this, Karl has completed Safeguarding, Food Hygiene and Safety and GDPR. |
| **Abby Bell** | Female | Sept 2017 | Teaching Assistant  Sess RCCO | Abby has been with us at Howard House since September 2017. She joined the team as a sessional member of staff working on the care side and as a Teaching Assistant within the school. Abby has gained experience working within both position’s which has led to her being put through her Level 3 – Supporting Teaching & Learning in Schools. This will allow Abby to gain further knowledge so she can thrive within her current position | CALM, ADHA and Autism Advanced Level, An Introduction to Child Sexual Exploitation and Child Abuse, Data protection and confidentiality, Equality and Diversity, Fire Safety, Food Safety and Hygiene, GDPR (General Data Protection Regulation) for Managers and Office Staff, Health and Safety in the Home, Manual Handling, Reporting and Recording, Risk Management’s and Safer Caring, Safe Handling of Medication, Safe Guarding/Child Protection, The Effects of Pornography, Trauma Responses and Behaviours of Children Who have Experienced Sexual Violence. |
| **Ray Johnson** | Male | July 2013 | Sess RCCO | Ray does sessional work for the home as needed. Ray has considerable experience of working with young people in residential care and at youth project before coming to work for us. | NVQ Level 3 Health and Social Care.  Equality and diversity, communication and confidential report writing, |
| **Dave**  **Surphlis** | Male | Feb 2006 | Sess RCCO | Dave has been employed by Howard House as a sessional worker since February 2006. Dave continues to work within family support team for Sunderland Social Services and transfers his skills and knowledge between the posts. Prior to working in Family Support, Dave was a sessional worker at Wellesley CHE where he worked with young people who displayed very challenging and disruptive behaviour. | Extensive local authority training including Residential Child Care.  NVQ level 3 Health and Social care- children and young people.  TCI restraint training |
| **Jessica Male** | Female | Jan 2012 | Administrator  Sessional Worker | Before Jess joined the team at Howard House, she worked for an engineering company undertaking Administrative duties including finance, meeting and greeting clients, arranging travel and accommodation, and all aspects of day to day admin duties. | Jessica has completed her NVQ Level 2 & 3 in Business Administration, training has been undertaken in safer recruitment. She has also completed: Health & Safety, Fire Safety, Food Hygiene, CALM, Equality and Diversity, Safeguarding, Medication, Safeguarding from Sexual Exploitation, Awareness of Child Abuse and Neglect, Awareness of Mental Health. Jess is currently completing her Diploma Level 4 in Business Administration. |
| **Lesley Gordon** | Male | Jan 2015 | Maintenance | Prior to coming to work with us Les worked in local High School ensuring all maintenance issues were dealt with promptly. | PAT Testing, Level 2 in cleaning and support services, Managing Safety, Health and Safety Fire Safety. |
| **Debra Hudson** | Female | Nov 2014 | Domestic | Debbie has previously worked in community home for the elderly and in local supermarket. | Overview of COSHH, Moving and Handling and Safeguarding, Fire Safety. Health & Safety at work. |

1. ***Arrangements for Professional Supervision***

The Managers of the home recognises the importance of working as a team and having regular supervision. The object of individual supervision is to promote sound and consistent practice and decisions of high quality against a framework of clear policies and procedures. Sessions will take place at least monthly. Written agreements between supervisor and supervisee will be recorded which makes clear how standards are to be achieved. All staff will also have an evidence based annual appraisal which will include views of young people, professionals and peers, direct observations of practice and self-review.

The home works to develop its workforce through continuing professional development and training this is set out in our Workforce Development Plan. This ensures all staff have the experience, qualifications and skills to meet the needs of the resident young people.

Our Clinical Psychologist will consult with the team on a regular basis and can provide direct support to the managers and team as necessary. This ensures that staff are able to reflect on the behaviour of individual young people, the dynamics of the group and to shape appropriate intervention strategies. This is a fully evidenced based model of supervision and support and is recognised and recommended by NICE (National Institute of Clinical Excellence)

The staff members are employed following a selection and robust recruitment process. They must also undertake a comprehensive induction. The home is also supported by a bank of sessional staff members who are also appointed using the same robust recruitment process. Our permanent team are very committed to supporting the operation of the home and as far as possible will work additional hours to ensure continuity for the children and young people.

Staff meetings are held every month; in these meetings we discuss any issues within the home, the young people and any information discussed at the young people’s meetings. Guest speakers will also be invited at intervals from external services to share information and offer guidance and staff development days will be held.

**Staffing Levels**

Staffing levels reflect the needs of the young people; when six young people are in the home there will be three members of staff on duty until 11pm, once the home is settled one member of staff will go off duty and the other two members of staff will remain and sleep in the home. However, should young people numbers increase or where risk assessment determines that additional support is required a waking night or additional sleep in staff will be used.

***21. Description of how the home promotes appropriate role models of both genders.***

The home currently employees both male and female staff, we would always try to seek a balance of staffing ratio’s even if this involves positive discrimination during the recruitment process to ensure appropriate role models of both sexes are able to work directly with young people.

We recognise that modern society families have varied and different compositions and we promote an environment which enhances a young person’s learning and understanding of relationships and roles within those relationships.

***Care planning***

***22. Admission criteria & Exit planning***

**Admission of Young People to Howard House**

The criteria for admission to Howard House is as follows:

* Social worker/placement officer phones to enquire about vacancies.
* Discussion follows regarding the appropriateness of referral with regard to the needs of the referral and the demands of the current resident group.
* Social worker/placement officer agrees to complete referral form and supporting information (history, recent Review reports) for Howard House to undertake matching considerations and initial assessment of placing suitability. Our clinical psychologist contributes to this process.
* On receipt of the referral form and other paperwork further discussion will take place with the placing authority should new information regarding the placement be identified. A preliminary visit will be organised. A children’s guide will be sent out to the potential admission.
* The possibility of a new admission to the Home will be taken to the residents meeting and discussion, without breaking confidentiality, will take place.
* An initial visit will take place and further discussions will take place between Howard House, the current resident group, the placing authority and with the young person being referred. Assuming everything is satisfactory a placement meeting will be called to confirm funding for the placement and to determine further introductions and timescales. This may involve overnight stays or a swift move depending upon the needs of the young person and the stability of the current group.
* To avoid building false hope and expectation no further visits to Howard House will take place after the initial visit, unless confirmation of funding has been received.
* A bedroom will be prepared with posters, decor etc. that reflect the interests of the new young person e.g. football team quilt and posters, posters of pop stars. The favourite meal of the new person will be prepared for the day they arrive. All current residents will make time to welcome the new person. The young person will meet their key worker and be given an induction to Howard House. The children’s guide will be explained further to the young person. A copy of the house rules, complaint procedures will be explained and then given.
* A review will be held within the first month of placement. Then within the next three months. Commitment to visit will be agreed with the social worker and other people significant to the young person’s welfare.
* Reviews of placement will then follow no less than every six months.

It is essential and good practice dictates that any child or young person entering residential care should do so in a prepared and planned way and Howard House adheres to this principle. While Howard House is not in a position to take emergency placements, we fully understand that that there are times when there will be unexpected or sudden requests for children to be accommodated. We will therefore consider placements that request medium to long-term care and will fast track referrals when children are in crisis. We are not able to offer short term or respite places, as this is not our remit.

**Exit planning**

In Howard House we recognise any form of transition can be a difficult time for a young person and moving into the home can be as anxiety provoking for the young person as moving out. To counter this, exit plans are put in place in a timely manner and are driven by a young person’s LAC review, their Individual Care plan and of course the Pathway Plan.

From our initial assessment of the young person on admission we work with the social worker and young person to identify the age appropriate skills and knowledge the young person will need throughout their journey to independence. When deemed appropriate each young person will commence work on their independent living plans. The plan is developed and tailored to the young person’s needs. Staff and Key Workers support the young person and work alongside the social worker and/or personal advisor in executing the plan and identifying the most appropriate move on placement early in the process.

We do recognise that there are times when a young person may leave the home in an unplanned way. These are rare occurrences and on these occasions a disruption meeting will be requested with the relevant people. The purpose of these meetings is to identify factors that have contributed to the disruption and explore strategies that can be put in place in order to minimise further disruptions for the young person and future young people are avoided.

**Useful contacts**

**Our contact details**

Howard House,

Netherton Colliery,

Bedlington,

Northumberland

NE22 6BB

**Tel:** 01670 820320

**Email:** [info@howardhousecare.co.uk](mailto:info@howardhousecare.co.uk)

**Website:** www.howardhousecare.com

**Ofsted -**

The Office for Standards in Education, Children’s Services and Skills (Ofsted) report directly to Parliament and are an independent and impartial service who act as a regulator, checking that people, premises and the services provided are suitable to care for children and potentially vulnerable young people. They produce and publish the results and reports on the premises they inspect, and these can be located on their website **www.ofsted.gov.uk**

Ofsted can be contacted at the following address and telephone number:

Ofsted, Piccadilly Gate, Store Street, Manchester, MI 2 WD

Tel: **0300 1231231** (please quote Reference Number SC065312)

**NYAS –** TheNational Youth Advocacy Service is a UK charity providing socio-legal services. It offers information, advice, advocacy and legal representation to young people aged 0 – 25, through a network of advocates.

Tel: **0800 61 61 01** or visit [**www.nyas.net**](http://www.nyas.net)

**The Children's Commissioner for England**

The Commissioner promotes and protects children's rights in England. They do this by listening to what 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 regard to children living away from home or receiving social care, as set out in Section 8A of the Children Act 2004. 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.

Young people and their family can get in touch by calling free phone **0800 528 0731**

**Appendix A**

**Therapeutic Core Values**

**Source: Royal College of Psychiatrists**

|  |  |
| --- | --- |
| **Core Values** | |
| CV1 | Healthy attachment is a developmental requirement for all human beings and should be seen as a basic human right. |
| CV2 | A safe and supportive environment is required for an individual to develop, to grow or to change. |
| CV3 | People need to feel respected and valued by others to be healthy. Everybody is unique and nobody should be defined or described by their problems alone. |
| CV4 | All behaviour has meaning and represents communication which deserves understanding. |
| CV5 | Personal well-being arises from one’s ability to develop relationships which recognise mutual need. |
| CV6 | Understanding how you relate to others and how others relate to you leads to better intimate, family, social and working relationships. |
| CV7 | Ability to influence one’s environment and relationships is necessary for personal well-being. Being involved in decision-making is required for shared participation. |
| CV8 | There is not always a right answer and it is often useful for individuals, groups and larger organisations to reflect rather than act immediately. |
| CV9 | Positive and negative experiences are necessary for healthy development of individuals, groups and the community. |
| CV10 | Each individual has responsibility to the group and the group in turn has collective responsibility to all individuals in it. |

**Appendix B**

**Abbreviations**

* **LAC**  Looked After Child
* **CAMHS** Children, Adolescent Mental Health Service
* **DO**  Designated Officer
* **1:1** One to one working (staff and child)
* **NYAS** National Youth Advocacy Service
* **LSCB**  Local Safeguarding Children Board
* **IRO**  Independent Reviewing Officer
* **Ofsted** Office for Standards in Education
* **PEP**  Personal Education Plan
* **HIV**  Human Immunodeficiency Virus
* **QCF**  Qualification Credit Framework
* **NVQ** National Vocational Qualification
* **IOSH**  Institution of Occupational Safety and Health
* **SEN(D)** Statement of Education Needs and Disabilities
* **EHCP** Education, Health and Care Plan

**Appendix C**

**Explanatory Notes**

* **Statement of Purpose**

A written statement provided by the home to give information regarding the service provided as specified under Schedule 1 of the Children’s Homes Regulations

* **Registered Manager**

Is the person who is registered to manage the home.

* **Key Worker**

A keyworker is a specified staff member who is initially responsible for establishing a relationship with the newly arrived child and creating an attachment with the young person in order that he or she can begin to feel safe in the home. The keyworker is also responsible for assuring the consistency and continuity of the care and ensuring the involvement of the young person, their family, school and other professionals who have a shared responsibility of the child’s care plan.

* **Children Act 2004**

The Act amended the [Children Act 1989](http://en.wikipedia.org/wiki/Children_Act_1989), largely in consequence of the [Victoria Climbié inquiry](http://en.wikipedia.org/wiki/Murder_of_Victoria_Climbi%C3%A9).

Its primary purpose is to give boundaries and help for [local authorities](http://en.wikipedia.org/wiki/Local_authorities) and/or other entities to better regulate official intervention in the interests of children.

* **Residential Care Plan**

This is an individualised plan intended to describe the plan of work with a child or young person based on their assessment or need. This is monitored and reviewed regularly in consultation with the young person, family and Social Worker as appropriate.

* **Risk Assessment**

A risk assessment is simply a careful identification of any risks presented by or to the young person that may cause harm. Key Workers supported by the young person, family and other professionals will judge how the risks may affect the young person or those around them and develop a plan to remove or reduce these.

* **Health Assessment**

Every child who enters care should have a holistic health assessment within 28 days. The health assessment is conducted by a registered medical practitioner, with the production of an individualised health care plan. A review health assessment should take place annually.

* **Personal Advisor**

The personal adviser acts as a mentor to a young person and will support them in making decisions about adulthood. They provide the young person with someone to identify with who is committed to their well-being and continuing development on a long-term basis after they leave the home. Their role is to provide advice, including practical advice and support.

* **Pathway Plan**

This is a plan intended for all eligible children, relevant children and former relevant children which must be prepared and continued until the age of 21. It will include wishes and dreams for the future, including where a young person wants to live and whether they want to continue in education or go to work.

* **Care Plan**

Care Plans are developed by the child’s Social Worker in consultation with the child, and other key people. A Care Plan is a plan for looking after a child and meeting that child’s current and future needs.

* **LAC Review**

A LAC review is a meeting which is held to get people together to share information and to make plans about a child's placement. The purpose of the LAC review is to make sure that the care plan for each child continues to be appropriate and that the child's needs are being met. Only a LAC review can change the care plan. Therefore, the main reason for having a LAC review is to make sure that everything possible is being done so that the child can grow up to be safe, healthy and happy, in a stable environment. The IRO is responsible for organising and chairing the LAC Review

* **Independent Visitor**

An independent visitor befriends a child or young person who has little or no contact with their family. They take an interest in the young person, offering support and a listening ear.

* **Children’s Homes Regulations & Quality Standards**

The Children’s home regulations 2015 set out Quality Standards that must be met by homes. The Quality Standards describe outcomes that each child must be supported to achieve while living in the children’s home. Each contains an over-arching, aspirational, child-focused outcome statement, followed by measurable requirements that homes must achieve in meeting each standard.

* **United Nations Charter on Children’s Rights**

In 1989, the world's leaders officially recognised the human rights of all children and young people under 18 by signing the [UN Convention on the Rights of the Child](http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf).

The Convention says that every child has:

* The right to a **childhood** (including protection from harm)
* The right to be **educated** (including all girls and boys completing primary school)
* The right to be **healthy** (including having clean water, nutritious food and medical care)
* The right to be treated **fairly** (including changing laws and practices that are unfair on children)
* The right to be **heard** (including considering children's views)
* **Reporting of young people missing to police**

‘Anyone whose whereabouts cannot be established and where the circumstances are out of character or the context suggests the person may be subject of crime or at risk of harm to themselves or another.’

* **CALM**

Is accredited training in Crisis, Aggression, Limitation Management. Providing training for child and adult services in positive behavioural strategies, designed to reduce anxiety, risk and restraint.

**ISO 9001 : 2008**

This award identifies that there is an approved quality management system in place which assist in the care and education of our young people.

***Our service is inspected annually by Ofsted, the purpose of inspection is to assure young people, children, parents, government, local authorities and the public of the quality and standard of the service provided****.*