



Education and Children's Homes
REACH your potential

ARGYLL HOUSE

STATEMENT OF PURPOSE



April 2020

This **statement of purpose** is written in accordance with the regulatory requirements of Schedule 1 in the Children's Homes Regulations 2015

Reference is made within the statement to a series of The Ryes department policy documents, which can be read in conjunction with this statement under the appendix.

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Quality of Care

Our Ethos and Philosophy of Care

The Ryes Education and Childrens Homes provides twenty-four hour residential accommodation and care across 52 weeks of the year to young people who have had difficulties with family relationships and dynamics, having experienced significant trauma in their life which they have not yet been able to process.

We have four homes; Argyll House based in the picturesque seaside town of Cromer and two in Sudbury Suffolk. We can provide full-time care for up to six young people in each of our homes.

We provide care for a group of mixed gender young people between age 11-18 years who may have experienced a chaotic early family life; which may have included abuse, emotional neglect and exploitation. They may not have yet developed sufficient skills and resilience to overcome these life adversities developing the life skills they will need to help them to build a strong foundation for a better future.

Our model of care is attachment and trauma informed, we use therapeutic cognitive behavioural strategies to help and support the young people and help address and manage their anger and anxieties.

We will educate the young people to develop constructive skills to support them in making informed decisions about their lives through providing space to reflect on their choices and actions that contribute and maintain the difficulties they encounter in everyday life providing them with insight and empowerment, leading to change.

We are able to support young people with a range of associated behaviours which may include absconding, substance misuse, county lines involvement, CSE/CCE

risks and anti-social behaviour, self-harm, aggression towards others and environment..

The young people are likely to experience low self-esteem and may have significant difficulties in regulating and managing their emotions. We can consider young people who have associated needs such as ASD or ADHD or a mild learning difficulty.

We ensure that the young people's feelings, wishes and views are central to their plan of care and will advocate and support them to have a voice and feel heard.

We are committed and ambitious in working towards the best outcomes for the young people in our care believing that through working in partnership with the wider professional network and agencies we can continually assess the young person and support a plan for progression.

All referrals are subject to a thorough referral process with a matching and impact assessment being undertaken to assess the suitability of the young person being referred in whether their needs can be effectively met within home.

In some circumstances, we may be able to provide care for a young person outside of the specified age range; authorisation would be sought in advance from Ofsted. We aim to not place any young people over a five-year age gap together, if this occurs it would only be proposed as a short- term arrangement and would be carefully assessed in managing the needs of the group, if it is considered that the risk between the residents can be safely managed.

While the home continues to strive to help young people accesses opportunities outside of the home and in the community, we realise there will be some restriction in place due to current circumstances with COVID-19. The home will follow advice from government and Ofsted. Crisis management plans are in place in the event of young people or staff having to isolate. The home will work with families and social workers around issues which affect young people living in the home. Where possible the home will continue to promote learning and development of our young people.

Argyll House



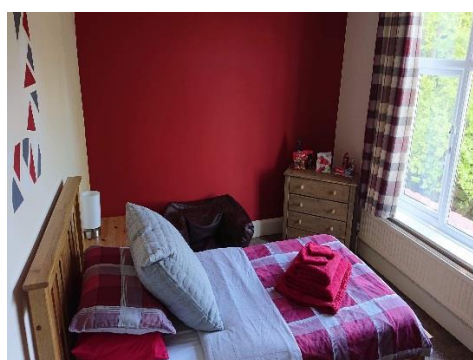
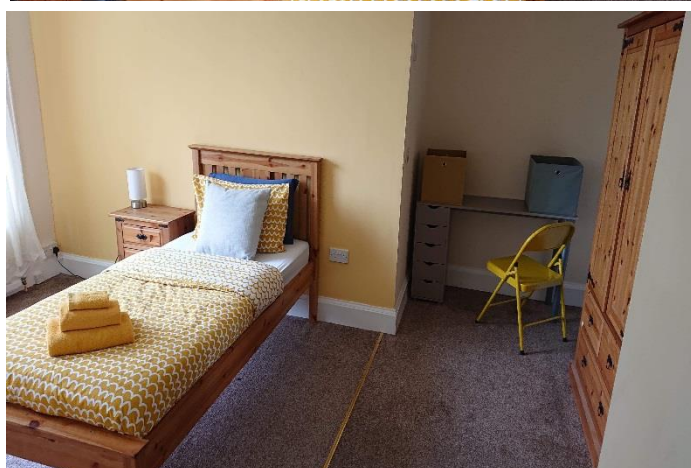
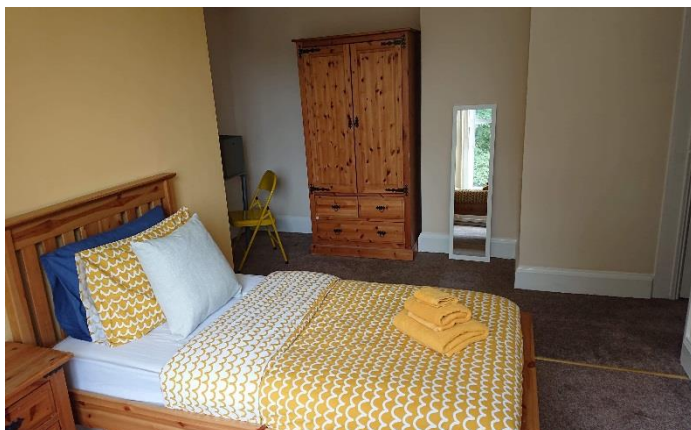
Argyll House is a spacious six-bedroom property, converted to support its use as a Children Home, it situated in the small seaside town of Cromer. We are not set out to provide care to children who have physical disabilities or with impaired mobility; therefore, no adaptations have been required outside of its current design and purpose.

The house is undergoing upgrade work aimed to improve the quality of the living environment and in creating a homely living environment with a modern style aimed to appeal to the young people who have contributed their ideas to the work in the home.

The ground floor of the property provides a large lounge, there is a large dining room and recreation area that leads into the garden, which can be used for outdoor games. There is also a separate quiet room ust off the dining room and a separate room in which there is a computer station, comfy chairs, as well as a large dining table where all the staff and young people can dine together. There is a kitchen, utility room, along with One downstairs Ensuite staff sleep in room. The staff office is sited on the ground floor leading directly into the main hall way and front door.

Upstairs there are a Seven Ensuite Bedrooms, Six for Young People and One staff sleep in room. All the bedrooms have recently been refurbished and have been designed to provide a modern and spacious feel to them.

The young people can contribute their suggestions towards colour schemes and soft furnishings within their bedrooms and encouraged to personalise their space further as they wish.



The Arrangements for meeting the cultural, Linguistic and Spiritual needs of the Children

The Ryes Education and Childrens Homes promotes equal opportunities and anti-racist stance. We are committed to promoting equality of opportunity for young people in our care encouraging individuals of every social class, religion, race and disability (including special educational needs) to achieve their full potential.

We aim to provide an environment and resources to address the needs and values that arise in individuals from varying social and economic, ethnic and cultural or religious backgrounds. This includes keeping links with the young person's family and significant others along with their home communities, fostering an awareness of and a willingness to discuss topical issues around cultural identity, race, religion and gender.

Individuals in our care should be helped to deal with negative experiences if they occur, both within the home and in the wider community. Staff should exhibit model anti-discriminatory behaviour, including addressing overtly prejudiced behaviour where appropriate.

The Registered Manager ensures that appropriate pre-admission discussions take place with both the young person and their primary carer to identify any their specific

individual needs, and action required to enable this information to be included within the initial placement plan.

Discrimination is unacceptable and will be challenged through supporting the victim and helping those responsible to understand and overcome their prejudices. We do not discriminate against a young person or their family, or prevent entry to our setting, on the basis of a protected characteristic as defined by the Equalities Act 2010.

These are:

- disability;
- race;
- gender reassignment;
- religion or belief;
- sex;
- sexual orientation;
- age;
- pregnancy and maternity;
- marriage and civil partnership.

We are committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity supporting the young person's ethnicity, and linguistic needs.

We aim to:

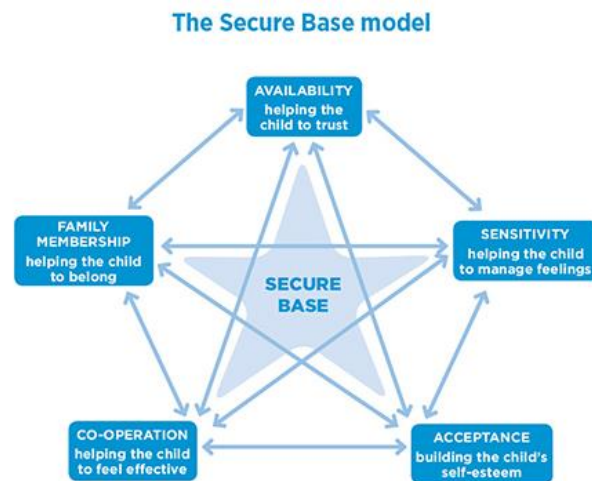
- Provide a positive environment for individuals to explore their own identity and build their self-esteem free from negative attitudes and stereotypes which could limit their potential;
- Protect young people from stereotyping, sexism, racism, sectarianism, ageism and disability discrimination;
- Include all residents of the home without prejudice;
- Ensure all staff understand differential needs in a diverse and multicultural society.
- Promote equality and value diversity;
- Promote the young person's religious and associated needs through their day to day arrangements;
- Promote effective communication systems to overcome and support linguistic barriers.

Secure base model

Everyone at Argyll House acknowledges that the extraordinarily warm, nurturing and trusting relationships between all form the foundation of our success. We aim to enable emotional growth to re-integrate the young people into the community through residential, educational and social opportunities. We work to develop the young people's ability to make successful choices and decisions, to take responsibility and to move towards independence within their individual limitations from a secure and stable base. By addressing the needs of the whole child through a balance of behavioural techniques, positive behaviour support and attachment theory, we seek to affect a progressive and continuing behaviour change and to

facilitate emotional development. Defined structures and boundaries, provided by trusted adults, enable young people to experience relationships of warmth, approval and mutual respect. Staff encourage young people to develop a sense of self and individual identity.

Argyll House and Ryes College use the Secure Base model (as developed by Gillian Schofield and Mary Beek in the Centre for Research on Children and Families, UEA). The Ryes College attends regular network meetings facilitated by Gillian and Mary to develop work practices and the implementation of the model.



By addressing the needs of the whole child through a balance of behavioural techniques, positive behaviour support and attachment theory, we seek to affect a progressive and continuing behaviour change and to facilitate emotional development. Defined structures and boundaries, provided by trusted adults, enable young people to experience relationships of warmth, approval and mutual respect. Staff encourage young people to develop a sense of self and individual identity. To support Continuing Professional Development staff access a full training program that covers child development, communication, core attachment, trauma, brain development, autism and behaviour training (including functions of behaviour and positive behaviour support). We recognise the barriers that trauma or learning disability brings for young people. Threaded throughout the training is the YPs ability/capacity to process information, their level of functioning and how they communicate their needs. Staff learn about strategies that our young people use to make sense of their world and then look at ways we can support them to selfregulate through predictable responses, routines and structure. Additional training is sourced by the organisation as required. Working in close partnership with families and those involved with the welfare of each young person, we maintain open and honest communication to build trust and understanding. The emotional and physical safety of each child is paramount, as some may have lived through abusive and damaging experiences while others also have additional complex needs such as autistic spectrum and learning disability. Argyll house embraces transparent practice and invites constructive feedback from young people, families and professionals in order to continually develop and improve the service offered to young people.

Access to our Complaints Policy

It is our aim to support an environment where we are open to scrutiny and challenge supporting the development and in maintaining the quality of the service. Complaints and suggestions can be made in different ways; parents, staff and significant others can contact the home directly to discuss their concerns. The young person has the right to complain about any aspect of their care, they will also receive support to access an external advocate to support them in any aspect of the complaints process and will be assisted by the home in accessing this service. Complaints do not have to be made in writing, but if they are not, should be recorded by the staff member receiving the complaint, which should be checked and where possible counter signed by the complainant to confirm accuracy. No person who is the subject of the complaint will take part in its consideration or investigation except at the first stage where an initial resolution can be reached if the home manager considers this to be appropriate.

All parents, carers and Local Authorities with an interest in the homes will have access to our complaints and suggestions policy, this information is also outlined within our Children's Guide to the home.

The home manager will ensure that:

- The Children's Guide is provided to the young person prior to or on admission that holds written information of this policy containing details of how to access young people rights, Ofsted and other support services;
- The complaints policy is explained to the young person on admission to the home;
- Ensure the young person has regular opportunities to discuss any aspect of their care;
- House meetings are held regularly to support the young people to raise a complaint as a group or individually;
- Have access to a telephone and at any point may raise concerns about a service with, for example, their social worker, parents, or Ofsted.
- That staff will advocate and support a young person to raise a complaint in the home or in relation to an aspect of their wider care plan;
- Display a young person friendly overview of the complaints and suggestions policy for easy reference.

All complaints should be directed without delay to the relevant home Manager:

Argyll House

Manager –Kara Barnard

Tel: 01263 515130

Email: kara.barnard@theryescollege.org.uk

Alternatively, complaints can be directed to the Service Manager via our Head Office:

Access to Our Safeguarding and Behaviour Policies

A request can be made directly to the home or via Head Office to access an e-copy of the following policies:

- Safeguarding and Child Protection Policy
- Child Sexual Exploitation Policy
- Radicalisation and Extremism Policy
- Whistle Blowing Policy
- Behaviour Management Policy
- Physical Intervention Policy
- Bullying Policy

We believe that the young people's views, wishes and feelings should be central in the planning and development of the care provision within the homes. Our principle is to listen to the young people, taking their views into account, they must be provided with information supporting their decision making and understanding of their day to day life in the home and in considering their wider plan of care where we will advocate for them. The young people will also can participate and contribute to the ethos, environment and routine of the home.

The Home Manager must ensure that staff:

- Seek, consider and where possible, act upon each young person's wishes and feelings in relation to decisions about their care and welfare;
- Regularly consult with the young people seeking their feedback, about the quality of the home's care;
- Explain to the young person how their wishes and feelings have been considered offering explanation around decision made;
- Support and encourage each young person to express his or her wishes and feelings, accessing specialist support to promote communication where required;
- Offer explanation to each young person about how their confidentiality will be respected and the circumstances when this will be overridden;
- Assist each young person to prepare for meetings to review their care supporting them to voice their wishes and feelings.

Childrens Guide

The Ryes Education and Childrens Homes provide a guide for the young people which gives an overview of what the young person can expect whilst living within our homes. The young people's guide is age appropriate, accessible and sets out a summary of the Statement of Purpose, how to raise a complaint and how young people can access advocacy support and details contact information for the Office of the Children's Commissioner amongst other helpful contacts. We will ensure that a copy is shared with the young person as part of the referral or admission process to the home and spend 1:1 time with the young person to discuss the guide's contents, allowing the young person the opportunity to discuss its contents and ask any questions or queries they may have relating to their care.

Care Planning

We will involve and encourage the young person to contribute to the preparation and monitoring of their in-house plan of care. We will encourage and support the young person to participate and contribute to meetings surrounding their care planning and case reviews, providing appropriate explanations and choices about their day to day care in the home. A copy of their plans and reports prepared by us are available at the young person's request.

House Meetings

The home offers regular house meetings, these provide a safe and supported forum to enable the young person to meet with their peers and staff, where a range of topics around their day to day care, relationships and group living dynamics are discussed. The staff encourage each young person to take turns to chair the meeting and use this forum to promote the young person's communication and problem-solving skills through their engagement.

Complaints

We will ensure that the young person is aware of our complaints policy and the process to how they can raise a complaint. Any complaint raised by the young person will be responded to appropriately and without delay with the young person's wishes and feelings around the management and outcome of the complaint being considered and effectively responded to.

Advocacy

We will ensure that the young person is aware of the role of an advocate and their right to access advocacy, to support them if they wish to raise a complaint or make representations about the care offered by the home or the Placing Authority. We will support the young person in accessing an advocate where this is their wish and assist the young person in preparing for a visit from their advocate to assist them to express their views, wishes and feelings about topics they wish to discuss around their care.

Childrens Rights

We will ensure that the young person is aware of their rights as a young person looked after providing contact details of how they can access the Children Commissioner for England; supporting the young people to access their services for advice and guidance on their rights and advocacy services. All enquiries, advice and assistance for young people in care, living away from home or receiving social care services, can be made via the advice pages located on their website using the contact details below:

Website: <http://www.childrenscommissioner.gov.uk/about-us/contact-us>

Address: Children's Commissioner for England, Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT Tel: 020 7783 8330

Arrangements to promote Anti-Discriminatory Practice in Respect of Children and their Families

We are committed to ensuring that we promote an environment that provides equal opportunity for the young people, their families, staff and any visitors to our home in the delivery of its service. We recognise that discrimination is unacceptable, and we ensure that no young people or staff receive less favourable treatment or facilities on the grounds of age, gender, disability, race, colour, ethnic origin, religion or sexual orientation.

We believe that discriminatory behaviour is learned and exists due to the purpose it can serve for individuals, cultures and institutions. Anti-discriminatory practice therefore needs to be proactive, dynamic and involve everyone. We recognise that we have a responsibility to promote the young person's identity, they are entitled to be treated with upmost respect by staff, other young people, etc. and failure to do so is unacceptable.

We will not tolerate any form of racism from staff, young people, their families or visitors. Staff must challenge any racist comments or any form of racism and if deemed necessary, police advice may be sought. Staff members have a responsibility to educate the young people and will actively promote anti-discriminatory practice with appropriate consequences imposed in line with the positive Behaviour Policy to combat discrimination/racism.

Many of the young people we care for will have experienced disruptions in their education impacting on their learning, confidence and self-esteem. We will work in partnership with professionals in creating educational packages that are supportive to the individual assessed needs of the young people in sourcing appropriate programs that supports their engagement and achievement in working towards reaching their academic potential. This can include, and independent referral being made to Seadown School which forms part of our organisation.

Argyll School

Argyll is a small, independent school. They admit students ranging from years 8 – 16. Students may start at any time throughout the course of the school year, providing there is space available. Argyll is open for 40 weeks a year.

At Argyll, pupils who have previously been isolated or excluded at school are supported to grow and develop socially, to gain confidence and be encouraged to do their personal best. We recognise the importance of motivating our pupils to value some academic success and to feel positive about relationships. We endeavour to equip our pupils with skills they can take forward in life, growing the whole person. Developing positive relationships and self-esteem are essential tools to overcoming barriers to learning. We value every pupil, their individual needs, and feel that they all have a contribution to make.

The home will be dually registered; there is an education provision available within the home with its own separate entrance.

An individualised programme of study will be devised, and the Argyll House Education Team would work in partnership with the Care staff and the young person, to ensure that a programme is delivered and their needs are being met. The programme of study would encompass core subjects with a balance of practical or vocational opportunities, delivered in or out of the school environment, as appropriate.

Referrals and Admissions

A matching process and impact assessment is undertaken in considering each young person referred to the home, as part of this process we aim to establish the Local Authority's plan and arrangements proposed for the provision of education. Where possible we request that the planning is initiated prior to the admission of the young person to minimise any delay in commencing education.

The manager will assist wherever possible. This should be undertaken in consultation with the social worker and virtual school taking into consideration the individual needs and preferences of the young person, their educational history, records and recommendations, made by the Placing Authority Local Education Authority officers and professionals. The plan of care will provide details of the young person's needs and the arrangements to support the provision of education.

Where a young person has been out of education, we will acknowledge the factors that may pose a barrier to re-engaging in education. In these circumstances a step-up programme will be agreed as a measure to support reintegration into education.

The home manager and staff will support the young person in the following ways:

- Support a routine that promotes education;
- Ensure that they are up and fully prepared for their education each "school" day, this includes being washed, dressed If required in uniform, fed and with the correct equipment needed for the day ahead;
- Adhere to the requirements of the home school agreement;
- Provide the young person with facilities and an environment that assists them to undertake self-study and ensure that any homework set is completed on time, with support from staff being available where required;
- Ensure that each young person has an Personal Education Plan (PEP) which is prepared and reviewed termly and supported by the home;
- Recognise educational achievements through praise and reward;
- Access resources and opportunities to support the young person's education;
- Maintain close contact with education staff in line with a good parent supporting the home/school agreement;
- Attending parents' evenings, meetings and other events at school;
- Ensuring that social workers and natural parents are kept aware of progress, and keeping up to date records of educational progress, engagement and attainment.

Where a young person may be prone to frequent unauthorised absences from school, the home will maintain close communication with the school/college. Where absence remains a concern a planning meeting will be called, to enable a review of the care plan and to explore strategies to improve attendance.

Arrangements for Special Educational needs

Many of the young people in our care will have an Education, Health Care Plan (EHCP). Sometimes this is based on academic needs, but more usually connected to behavioural, emotional and/or social difficulties. Where a young person has an EHCP the home manager and staff will work in partnership with the Headteacher, and school staff in meeting the objectives of the statement. The local authority is notified of the young person's admission to the home along with details of their authority and educational needs. A copy of the EHCP is requested as part of our referrals and admission process to be held on the young person's case file.

The Ryes Education and Childrens Homes facilitate each young person having a variety of opportunities to participate and engage in a range of appropriate leisure, sport and educational activities as well as supporting the young person's interests and hobbies. We realise that it is vital to provide positive experiences which promote healthy lifestyles and to support the young people in developing self-esteem and awareness to manage their free time positively. The Ryes Education and Childrens Homes provide sufficient financial resources to fund a realistic amount of leisure activities and trips for the young person.

The residents are encouraged to contribute their ideas and views through regular house meetings and through discussion with their key worker, assisting staff to identify and develop their interests as well as being able to contribute their suggestions in the planning of activities planned within the home and the community.

Individuals are encouraged to utilise their talents and interests and every effort is made to ensure that staff time and resources are available to enhance a young person's interests. We are aware that this can help promote resilience and self-worth in young people at this critical stage in their lives.

Planning of Activities

All young people will be encouraged to participate in regular exercise, recreational, social and leisure activities in a group and individual basis within and outside of the home. The young people are encouraged to take part in planning and accessing a range of activities and leisure interests which take account of their race, culture, language, religion, interests, abilities and any disabilities. Leisure interests and talents are detailed within the young person's placement plan. Where applicable, these interests are discussed within placement planning meetings and reviews, considering how we aim to encourage and financially supporting these interests, such as music lessons.

Access to television, films, games consoles and internet

Consideration will be given to individual circumstances when young people watch videos and television, use computer games and access the Internet. Videos, games consoles and computer games may be watched/played only by the young people in the intended age range. Where there are younger people in the home, videos must be certified as suitable for the youngest resident. No home is to have videos or games certified as suitable for over 18's only. The staff team will ensure that the systems are in place to safeguard the young people when they are computer networking or on the Internet, in line with the company's E-Safety policy. The staff team monitor that the young people spend a realistic but well-balanced proportion of their time accessing screens versus engaging with alternative activities.

The Ryes Education and Childrens Homes will provide opportunities that support the young people to participate in a range of positive activities that contribute to their physical and emotional health. The young people are supported to have prompt access to doctors and other health professionals, including specialist services, where required. Their health is promoted in line with the assessed needs identified in their LAC Health Assessment and Plan of Care along with the arrangements for consent for medical treatment. The young person's wishes and feelings are sought in all aspects of their health care and the staff team will advocate on behalf of the young person.

The Arrangement for Contact

Contact plans are discussed at the referral stage to ensure the arrangements can be effectively managed by the home to support the young person to have contact with their family and significant others. This is of great importance where the young person is placed out of their home county, where there may be specific requirements that may need consideration as part of the referral process to ensure the plan can be met. The young person will be encouraged and fully supported in maintaining contact with parents and siblings, in line with the arrangements set out in their plan of care taking into consideration any Contact Orders or Child Protection plans that may be in place.

All contact will be undertaken in line with what is agreed by the Social Worker and clearly detailed within their plan of care, outlining the arrangements around the level of supervision required, the venue, its frequency and the type of contact agreed. Wherever possible contact visits will include engaging the family in structured activities in the community or within the home. Contact will be evaluated and kept under review.

The homes approach to the monitoring and surveillance of young people

We have CCTV sited in areas of our homes aimed to promote the safety of the young people and staff working at the home. The cameras installed cover exterior areas of the building which include side paths and building entrances and exits.

A copy of footage will only be made if this is required, as evidence in connection with a criminal or young person protection investigation.

We can provide care to a mixed gender group, we do not have waking night staff in place. Therefore, it is deemed necessary to have a motion alarm system, which covers the communal hallway and landing areas of the home. The system is set by staff retiring to bed at 23.00hrs or thereafter and remains turned on until 07.00hrs the next day. The system alerts a staff member through a buzzer sounding from a panel sited in the staff sleep in room. This enables staff to undertake a welfare check, managing the safety and wellbeing of the group throughout the night, as well as safeguarding against the potential risk of a young person leaving the home without consent. Written consent is sought on admission to the home, which is signed by the young person, parent and social worker. A copy of this record will be held on the young person case file.

Argyll house is fitted with an internal alarm system which allows staff sleeping in at any given time, the ability to monitor children's movements out of their rooms during the night. Children and young people are made aware of the alarm system as part of the initial induction process. Their use will be reviewed and assessed in respect of each young person joining Argyll house. Consent forms will be given to parents, young people and social workers.

The homes approach to behaviour management

We are committed to raising the awareness of each young person's understanding of socially acceptable behaviour and taking responsibility for their actions. This ethos is promoted and embedded through the working culture in the home, where clear expectations on acceptable and desired behaviour are set out. Reflective discussions are used to help the young person explore triggers and consider strategies to manage unwanted behaviour to reduce risk of a further incident of this nature occurring. The staff team use a restorative approach to addressing behaviour working towards a positive resolution. The use of restorative questioning is used as a method to support the young person to reflect on their behaviour, how they felt and in considering the impact this may have had on others with a focus on encouraging them explore how they can make amends for their actions.

Our culture is promoted by all those living and working in the home, with our approach being led by the Registered Manager, who sets out clear expectations on desirable behaviour and conduct. Clear explanations are provided which underpin the house rules and boundaries in place. Our focus is to reinforce positive behaviour through praise, positive feedback, incentive and reward schemes.

The House Meetings provide a safe forum where the staff can support the young people in addressing issues related to group dynamics supporting the young person to problem solve and peacefully resolve conflict in responding to the challenges of group living. The young people in our care are likely to have little experience of how to resolve and work through conflict to achieve resolution; therefore, staff provide valuable support assisting them to develop these skills.

Our ethos is to assist the young person to develop socially aware behaviour that supports them to achieve the best in life. Whether this is work or play, or through our friendship and close relationships, we all require a range of practical and emotional skills to navigate our way through life. Many of our young people may not have benefitted from positive adult role models, we believe that through building and maintaining relationships with young people we can provide a stable base, security and provide a positive model of attachment.

We will help the young person to develop, and benefit from relationships based on mutual trust and respect, an understanding about acceptable behaviour modelled through our responses to others in the home. We will support the social, emotional and behavioural needs helping the young person to develop socially aware behaviour, encouraging the young person to take responsibility for their behaviour, in accordance with their age and level of understanding. Through assisting each young person to develop skills that they can use to resolve conflicts positively and without risk of harming others we will communicate our expectations on their behaviour. Through direct work we will try and assist the young person to understand how past experiences can impact on their actions and choices they make. The staff will help the young person to develop skills that will help them to self-regulate and self-soothe gaining an understanding of how to manage their emotions.

The use of rewards and incentives as well as consequences and sanctions forms part of the method we use to address unwanted behaviour and reinforce and encourage positive behaviour. This is used alongside praise which is used to recognise the smallest achievement, ensuring the young person feels valued and noticed. Through reinforcing positives, this supports the young person to develop a healthy self-awareness, allowing them to recognise and feel good about their successes developing their self-esteem and self-confidence.

Our range of sanctions, their purpose and in what circumstances these may be imposed are explained to the young person on their admission to the home, when they are asked to agree and sign the boundaries agreement. Where a sanction needs to be imposed, this will be discussed as part of a reflective discussion or debrief following an incident, where the young person will be involved in the decision-making process enabling the young person to learn from their experience.

Whilst it is the right of staff to press charges if they are assaulted, we ask wherever possible and given the opportunity, that the staff affected allow a twenty-four hour cool off period, to enable a full debrief to take place before making a decision to press charges, providing an opportunity to reflect on the incident considering the impact it had on the staff member and the young person or young people involved. We promote a restorative approach in line with our policy 'Involvement of Police' with the overall view that wherever possible, we want to avoid criminalisation of the young person and will consider a range alternative consequences and sanctions to address the behaviour of the young person as an alternative in making amends for what has occurred.

The homes approach to physical intervention in relation to young people

In preparing for the young person's admission to the home, effective planning is undertaken in understanding the young people's behaviour and risk of significant harm or injury to self, others. We also consider whether the young person's behaviour can be effectively managed within our service in line with our Statement of Purpose. A matching process is undertaken in considering the impact of young person if they are to be admitted to the home, considering the overall impact and risk management if we are to proceed with offering a placement to the referred young person. As part of this process fuller information may be gathered from referral documentation and in talking to professionals, previous care providers and the young person where possible, informing our understanding of triggers, early warning signs to support clear strategies and protective factors to be identified in managing risk.

All risk assessments are reviewed monthly or following a serious incident occurring where alternative strategies to manage risk may need to be implemented or a safety plan considered.

Provision for staff training and monitoring competency

All staff are trained in methods of behaviour management, including the use of physical intervention and restraint that are agreed by the Home.

Only staff who have received training in approved Proactive Approaches techniques may use physical intervention techniques in the home. All staff undertake a three day course covering the law, breakaway and physical intervention techniques, with an annual refresher being undertaken. Proactive Approaches trained staff may only use techniques that are approved by the home; such techniques should comply with the Proactive Approaches principles. All incidents where physical interventions have been used are subject to management evaluation to ensure methods used have been employed in line with procedures and trained methods.

Criteria for using physical intervention

There are different criteria for the use of physical intervention such as holding, touching and physical presence. Restrictive Physical Intervention is used with the intention of protecting the young person and may only be used where there is significant harm to the young person or another or serious damage is being caused to property which may cause harm. Non-restrictive physical intervention such as touching, or presence are less forceful and restrictive and may be used to protect young people or others from injury or to prevent damage to property of a less serious nature with interventions such as guides escorting a young person away from a situation in which they may place themselves at risk of further harm. This may include restricting a young person's liberty of movement from one area to another. Prior to any form of physical intervention being used as a method of control, staff are required to risk assess the situation to assess whether it is necessary because there is a risk of significant injury to self or others or there is serious damage to property and that:

- The actions or interventions taken will be as a last resort;
- The injury or damage is likely in the predictable future;
- The intervention is immediately necessary to prevent significant harm;
- That any force or intervention used is the minimum necessary to achieve the objective.
- A young person can be prevented from leaving the home if it is felt they are at risk of significant harm in the following circumstances:
 - Sexual exploitation;
 - Use of drugs or other illicit substances;
 - Gang related activities.

This restriction of the young person's liberty will be for the minimum amount of time possible and in response to immediate danger. Staff will ensure that in the recording of this incident they clearly outline all the steps they have undertaken to prevent the need to restrict the young person's liberty using physical means.

The Ryegate education and children's homes service has been restructured and developed to reflect the changing needs of the local authorities and the requirements of legislation and changing standards of care. We have remained a focussed service for young people. We are committed to the ongoing development of the quality of care being provided with our main aim being to make a positive and lasting difference to the lives and education of the young people in our care.

The management and structure of the organisation and the home

Organisation: The Ryes College Ltd

Chief Executive

Kate Yarbo

Address:

The Ryes
2E Skyview Business Centre
9 Churchfield Road
Sudbury
Suffolk
CO10 2YA

E-mail:

kate.yarbo@theryescollege.org.uk

Managing Director

Maria Marques-Neves

Address:

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The Responsible Individual

Address:

Jared Bubb
The Ryes College
3 Skyview Business Centre
9 Churchfield Road
Sudbury
Suffolk
CO10 2YA

E-mail:

jared.bubb@theryescollege.org.uk

Homes Manager

Kara Barnard

Address:

Argyll House
201 Holt Road
Cromer
Norfolk
NR27 9HH

E-mail:

kara.barnard@theryescollege.org.uk

The homes arrangements for supervision, training and development

Induction & Training

All staff are provided with a comprehensive induction program which ensures that staff receive the knowledge and skills required for the job. The purpose of the induction programme aims to inform and familiarise new care staff with our ethos, underpinning theory, their role and the responsibilities expected of them in understanding and referencing to company policy and procedures covering the values and standards of care we expect staff to exercise within their role.

We provide a robust training program which includes mandatory and foundation training which compliments the skills needed for staff to perform their role to a high standard. We are working with West Suffolk College to access the Level 3 Diploma for Residential Childcare which is a requirement for all staff to be working towards. Currently 3 staff hold the Level 3 diploma with an additional three staff working towards this.

Supervision & Consultation

We recognise that good quality consistent supervision is essential and vital in offering support and motivating our staff in undertaking their role. The role can be demanding both physically and emotionally due to the nature of the service provision, residential hours and the type of young people we care for. The structure of supervision contributes to meeting performance standards in line with the scope of their role as defined within their job description, promoting professional standards of care practise.

Appraisal

All staff are subject to an annual Performance Appraisal during which an objective review is made of the staff's performance over the appraisal period, where plans are made identifying what is to be achieved during the next period. The structure of the appraisal meeting between the manager and the staff member will provide the opportunity to reflect on the employee's past performance balanced with discussing their future development.

A description of how the home promotes appropriate Role Models of both sexes

The Ryes Education and Childrens Homes place great significance on the recruitment and retention of staff, with a focus on the ongoing development and skills set of our current staff teams. Our focus is to continue to attract and appoint diverse and experienced staff to join our organisation. This will further enhance the quality and skills of the teams collectively, providing a valuable and meaningful experience to the young people under our care.

We have a good balance of female and male staff across the organisation and our homes providing appropriate role models of both sexes.

As an organisation The Ryes Education and Childrens Homes provide residential care to young people who may display a broad range of social, emotional, behavioural and special educational needs. The young people will often have histories where they may have experienced emotional neglect, sexual and physical abuse, although this is not exclusive. They may have a poor experience of being parented and have trust issues with adults. The young people may display several behaviours that require specialist intervention and support in managing and responding to risk.

Criteria for admissions

Our criteria for admissions is set out within this Statement of Purpose which defines our process on admissions to the home. A careful and considered approach is taken in identifying potential referrals that may be suitable for the home, the referral is shared and discussed with the Home Manager enabling a thorough assessment to be undertaken in considering what further information is required; informing our impact and matching assessment in making a final decision to whether we can offer a potential placement.

A pre-admission risk assessment request is made to the young person's social worker requesting key information which informs our impact assessment and core risk assessments, which will form the young person's initial risk management plan on admission to the home.

Where possible a plan will be formulated to support introductions, enabling the young person to meet some staff or visit the home, supporting us to get to know the young person and preparing for their admission. The young person's room will be prepared with new bedding and towels and a welcome pack which includes the Children's Guide being provided.

When possible, we will personalise the room through soft furnishings in a theme or colour scheme chosen by the young person in preparation for their admission or close afterwards involving them in settling in and personalizing their bedroom further.

The residents group will be informed of the planned admission, helping prepare them to welcome a new peer to the home.

Admission to the home

The young person will be greeted by a member of the management team and wherever possible their allocated key worker. They will be shown around the house and their bedroom and provided support from staff helping them to unpack their belongings and settle into their room. The Manager or staff member will spend time going through the Children's Guide explaining its content and informing them about rules and routines of the home, what they can expect, the names of the staff as well as how to raise a complaint. This allows the young person to ask any questions they may have and to reassure them about our expectations and hopes for their placement in the home.

The young person's social worker will be expected to provide any relevant paperwork to support the admission along with home's consent form and boundaries agreements. The Social Worker and Manager/ staff member will agree with the young person, what the contact arrangements are in place surrounding family and friends and anyone else that is relevant, with contact details being fully provided.

Key health information and contacts must be provided with a copy of their LAC Health Plan along with information on known allergies or health needs. Prescribed medication needs to be handed over and signed into the home.

A copy of the last PEP should be provided and details of the plans for education discussed and agreed.

A planning meeting date needs to be agreed to take place within 7 days of placement and the date of the first Statutory Visit, alongside this a date needs to be set for their first Review date to be held within the first 4 weeks of placement.

The Manager or staff member will go through the immediate rules and a tour of the house including eating arrangements and washing/ toilet facilities and fire drill and procedures (This will include smoking arrangements if they are relevant to the young person).

A one to one will be undertaken helping staff get to know the young person, exploring their immediate history and getting to know their likes and dislikes, assisting us with settling them into the home and feeling valued and welcomed.

The Manager or staff member will go through their risk assessment and plan of care and asking them to sign them, copies can be given or made available to the young people at their request.

Same day Referrals

Where possible we aim to take planned admissions enabling a thorough referral, assessment and matching process to take place. We recognise that the authorities we work in partnership with may on occasions ask us to consider same day Placements where the young person may be placed without the usual level of planning and/or a full assessment process having taken place. We will only consider offering a placement where we can feel assured that the impact of this admission can be managed safely in considering the holistic needs of the group. We will base our decision on the referral information and risks identified to ensure that their assessed needs fall within the criteria for admission, in line with the homes' Statement of Purpose and that the placement is not of a respite or very short-term nature, which may be considered as too unsettling to the resident group.

We can admit a young person outside of working hours, following the initial referral being discussed and agreed between the Placing Authority, Service Manager and Registered Manager. A planning meeting must be requested, taking place within 72 hours to enable the full admission process to be undertaken.

Experience and qualifications of staff, including any staff commissioned to provide education or healthcare

Jared Bubb

Qualifications: Master of Science (Psychology) University of Essex 2018-2019
Master of Science (Special Education K-12) McDaniel College 2002-2005
Bachelor of Arts History Teaching (Brigham Young University) 1993-2000
Qualified Teacher Status UK 2018
Teaching Certificate Level 1 Social Studies (State of Pennsylvania) 2006
Teaching Certificate Level 1 Special Education (State of Pennsylvania) 2005
ETS Recognition of Excellence Social Studies Content Knowledge (Praxis Professional Assessment for Teachers) 2004
Microsoft Certified Professional 2003
MAKATON Regional Trainer 2012

Experience: **July 2019 – To Present** - Head of Children's Services The Ryes College and College, Sudbury UK
April 2018 - July 2019 - Assistant Director of Children's Services The Ryes College and College, Sudbury UK
April 2016 – April 2018 Head of Governance, Quality, and Development - Acorn Care and Education. Bolton, UK
August 2013- April 2016 Executive Principle - Acorn Park School. Banham, UK
Jan 2013-Jan 2014 Education Quality Manager - Acorn Care and Education – Bolton, UK
Oct 2007- Dec 2012 Head Teacher - Broadlands Hall, Haverhill, Suffolk, UK
Sept 2006 – Oct 2007 Curriculum coordinator/Teacher - The Ryes School and Community, Sudbury, Suffolk, UK
Sept 2001 – Sept 2006 Teacher - Devers Elementary, and Ferguson Elementary York City Schools, York, Pennsylvania, USA
Aug 2000-Aug 2001 Teacher Thoreau High School- Gallup McKinley County Schools New Mexico, USA
Jan 2000-June 2000 Supply Teacher Nebo School District, Springville High School, Springville Utah

Email: jared.bubb@theryescollege.org.uk

Kara Barnard

Qualifications: NVQ level 3 in health and social care

Level 5 in leadership and management for residential childcare

Experience: Kara has experience working in care since 2010 across both adult provisions and child care provisions in a number of roles starting as a support worker. Previously Kara worked at Acorn Park School for 5 years before joining The Ryes. Kara has a wealth of knowledge and experience working with children and young people living in residential care.

Email: kara.barnard@theryescollege.org.uk

Experience

All care staff are expected to either hold a level 3 qualification in Children and Young People or be working towards this within 6 months of their employment (on completion of probation). This is to meet regulation 32(4)(a) or (b). Qualifications and training certificates for all staff are held in the Human Resources Department, The Ryes, 2E Skyview Business Centre, 9 Churchfield Road, Sudbury Suffolk CO10 2YA. There are currently 4 staff who have completed this with an additional 2 staff about to be enrolled and 1 member of staff on probation who will be enrolled once their probation period is signed off.