



Education and Children's Homes
REACH your potential

STATEMENT OF PURPOSE

Mead House



July 2020 *(updated 22.6.20)*

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 and purpose of Care

[1] Statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation

Mead House has good staffing levels and a focus on young people as individuals which enables staff to work successfully with young people who have a complex combination of needs including emotional and behavioural difficulties, relational trauma, autistic spectrum condition and learning disability. Mead House offers support, supervision and structure for young people; promotes education and adopts a nurturing approach with a focus on developing self-esteem and emotional development.

Mead House is registered with Ofsted for 4 young people as a children's home for young people with emotional and/or behavioural difficulties (EBD) and Learning Disabilities (LD). Mead House provides small group accommodation for young people of either gender, but currently all the young people are male.

Mead House provides accommodation for yps usually aged between 11-18yrs. At present all residents are male due to the needs of current residents. Young people in the home are aged 12-17yrs, however they present as emotionally much younger than their chronological age and present with emotional and learning difficulties.

[2] Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them

Everyone at Mead 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.

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.

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.

Mead 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.

SENSITIVITY
helping the child
to manage feelings

CO-OPERATION
helping the child
to feel effective

ACCEPTANCE
building the child's
self-esteem

To support Continuing Professional Development staff access a full training program that covers child development, communication, core attachment, trauma, brain development and behaviour training (including functions of behaviour and positive behaviour support). The home will also work with external professionals as required to meet specific needs of young people. 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 self-regulate 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. Mead 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.

Mead House continues to be part of the Ryes College Ltd.

[3] A description of the accommodation offered by the home, including

(a) How accommodation has been adapted to the needs of the children

(b) The age range, number and sex of children for whom it is intended that accommodation is to be provided and

(c) The type of accommodation, including sleeping accommodation



Mead House is a very homely 4 bedroom unit with a good sized enclosed garden. It has a lounge and separate dining which are adjoined by double doors, giving the home a spacious feel and boasts a large kitchen. There are 2 large and 2 smaller bedrooms. All individually decorated and personalised to the wishes of each young person.



Mead House is registered with Ofsted for 4 young people. Mead House provides small group accommodation for young people usually between 11-18yrs. Currently all residents are male.



Additional rooms in this large family home have been converted into office space and sleeping in rooms for staff. A door alarm system is in place overnight to ensure the safety of all young people. Staff sleeping in rooms are in close proximity to young people's bedrooms so they can attend to the needs of the young people if required.

[4] Description of the location of the home

Situated on the outskirts of Sudbury, Suffolk, Mead House is just a few minutes walk from a large area of parkland with football pitches available. It is also a brief drive to the town centre and sports centre with an indoor swimming pool, and in close proximity to play park areas which are much enjoyed by the young people at Mead House. Sudbury is within 30mins drive or larger towns – Colchester, Ipswich and Bury St Edmunds.

[5] The arrangements for supporting the cultural, linguistic and religious needs of children

Mead House is sensitive to the cultural diversity of young people. Young People are encouraged, enabled and supported to follow their religious beliefs and are offered the opportunities to attend the places of worship of their faith. Some of these places may have to be accessed outside of the immediate Sudbury area.

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

Complaints by parents and carers, placing authorities or members of the public may be made to any of the school's senior managers. Complaints relating to the managers of the home may be made to the Head of Care, Chief Executive or the statutory authorities. The complaints policy is accessible on request from Mead House or the central office. It is also included in the Mead House admissions pack which is available to all stakeholders of the young person.

Young People and their stakeholders have the right to make formal complaints, on behalf of themselves or others, to the managers of the home, to their social worker (or placing authority) or to Ofsted. All staff have a duty to assist and support young people in making complaints.

Young people, on admission, will have the complaints procedure explained to them. The young people's handbook for each Ryes home includes an outline of the procedure in accessible language for the client group of that home. Staff will remind young people at appropriate times of their right to complain and which procedure to follow. It is forbidden for there to be any reprisals against a young person who makes a complaint and staff have a duty to protect them from this.

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

The Safeguarding Policy meets the requirements of local safeguarding procedures and Reg 34 of the Children's Homes Regulations. It should be read in conjunction with other policies pertaining to the protection of children such as the Missing from Care policy, Anti-Bullying Policy, Behaviour Support policy and Self Harm policy. All these policies are available on request through the central office.

Mead House is aware that residential settings can provide opportunities for abuse to take place and that looked-after young people with disabilities are more often victims of abuse. It is also recognised that many young people in our Care have prior experience of abuse, which again increases their vulnerability to potential abusers.

In line with the revision of the Working Together guidance, the organisation implemented a greater importance on the way we recruit staff. All managers who are involved in the recruitment process must complete 'safer recruitment' training. We have adopted the new DBS (Disclosure and Barring System) which has superseded the CRB system. There is a more robust structure around the recruitment and training of new staff and there is a stronger focus on regular supervision. The organisation has increased the number of Designated Safeguarding Officers who have undertaken formal accredited training.

All staff have undertaken mandatory safeguarding training accredited by Suffolk County Council (which has increased in frequency to 2 yearly) encouraging an exploration of the issues around safeguarding as well as the appropriate internal procedures for recording and reporting.

We have a clear procedure for staff to follow when children go missing. The procedure states that all reasonable steps must be taken to find the missing child. The degree of risk to the child will decide the point at which the police are involved. Police involvement must be in accordance with the agreed protocol. All parties must be informed. Mead House works closely with all professionals through multi-agency meetings to address any issues around children going missing from the home.

Mead House operates an Anti-bullying Policy. Bullying of any kind is not acceptable. The victim of any bullying is encouraged, and enabled, to report it. Reasons for the bullying are explored and addressed with the bully.

Views, wishes and feelings

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

All our children will be offered the opportunity and encouraged to access the advocacy service VOICE. This national advocacy service is independent of The Ryes organisation and supports the children in expressing their views and concerns, offers impartial advice and ensures their views are being heard.

Every young person has access to the "Children & Young People's Handbook" that explains complaints procedures, their rights and responsibilities at Mead House, information about their room, personal choices, money, anti-bullying, managing their behaviour and important contact telephone numbers.

Young people are positively encouraged to express their views about all aspects of the service they receive from the organisation at all times. This is in addition to the statutory review requirements. They also have regular opportunities to express their views through general discussions, house meetings, keyworker sessions and case conferences.

Young people have direct access to Child Line, and Ofsted as well as their Social Worker and Family (unless stated otherwise by a court order).

Our Children's Rights Policy lays out how yp voices can be heard.

[9] A description of the home's policy and approach in relation to –

(a) Anti-discriminatory practice in respect of children and their families and

(b) Children's rights

Discrimination, based on colour, culture, age, origin, gender, sexual preference or disability is unacceptable. Mead House is committed to emphasising the common elements and values of our multi-cultural society.

We ensure that every young person has equal access to opportunities and recognise each young person as an individual whose difference and diversity of cultural background are valued. Our Human Rights based approach supports the same principles for all members of the Mead House and the wider community.

The manager pro-actively deals with any issues that may arise and ensures that our protective structures are known to the young people placed at Mead House. The young people at Mead House also have access and regular contact to an advocate.

Voice is the national advocacy agency used. Our Children's Rights Policy and Equality policy talks further of our measures to combat discriminatory practice.

YP handbook clearly defines children's rights within the home and also signposts them to the Children's Commissioner and the Young Person's Rights Website:

www.childrenscommissioner.gov.uk

Education

[10] Details of provision to support children with special education needs

The Ryes College and Community strives to empower our young people to be better citizens who can make a positive contribution to their community and, in turn, achieve economic well-being and the inner strength to fulfil their aspirations. Many of our young people have had negative learning experiences before they arrive. The Ryes College caters for young people with SEMHD. The school has qualified teaching staff, instructors and teaching assistants working there to support the behaviour and learning needs of our young people.

Our school provides a personalised curriculum ensuring that programmes of study suit the individual range of needs, interests and learning styles of the young people that attend, both inside and outside the classroom. This enables them to re-engage in learning in a more positive way, as well as building their self-esteem and confidence when they start to see their successes. We offer a range of qualifications from entry level certificates and functional skills to some GCSE options. We also use ASDAN and Gateway qualifications. We have developed strong links with colleges and other vocational providers enabling young people a wider net of opportunities and experiences in preparation for the world of work. Fundraising and charity work are at the heart of our community, promoting not only economic well-being, but an awareness and empathy towards others.

Through the elements of the Secure Base Model, we see each young person as the centre of our organisation. Staff are nurturing and supportive of our young people, building positive relationships and lasting memories for each child.

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

The home is not dually registered; however there is an education provision available within the Ryes organisation.

Wherever possible, we avoid young people being educated in the care home, however on occasion, the need for this does arise. In this instance, an individualised programme of themed study would be devised and the Ryes Education Team would work in partnership with the Care staff and the young person, to ensure that this 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 home environment, as appropriate.

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

Mead House supports young people who attend education outside of the Ryes organisation. The home works closely with the school and social workers to ensure that the children receive regular reviews of their progress and education plan.

Enjoyment and Achievement

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

Staff at Mead House help young people take part in activities both in the home and community. We recognise the importance of young people developing the ability to try new experiences and develop the capacity for joy.

Young people may need support in developing a wider range of skills to be able to manage social, physical and competitive situations. Staff encourage young people to be involved with clubs and activities in the wider community which will support the development of their individual identity and build confidence and self-esteem.

We recognise that choice matters and endeavour to meet individual needs.



Health

[14] Details of any healthcare or therapy provided

Mead House believes that the physical and emotional health of young people needs to be met for them to grow and mature into stable, well balanced adults. This may be supported by external health professionals. Mead House encourages a healthy life style and young people contribute to meal planning and preparation. Young people are encouraged to engage in a way that promotes health and well-being, build self-esteem and encourage social integration.

The Secure Base Model (Attachment theory)

The Secure Base model uses five dimensions of caregiving:

- Availability – helping the child to trust
- Sensitivity – helping the child to manage feelings
- Acceptance – building the child's self-esteem
- Co-operation – helping the child to feel effective
- Family membership – helping the child to belong

Central to working with the model is the opportunity for reflection of the *Caregiving Cycle* (Schofield & Beek, 2014) in practice through self-reflexivity and understanding the dynamics that take place in the care homes between the caregiver-child interactions. While the model was originally designed for foster care and adoption, we have worked closely with Gillian Schofield and Mary Beek to promote the use of the model in a residential setting.

Acknowledgement: Secure Base, Gillian Schofield & Mary Beek, Centre for Research on Children & Families, University of East Anglia, Norwich, UK

Positive Behaviour Support Model

Positive Behaviour Support (PBS) approach has become established as the preferred approach when working with people with learning disabilities who exhibit behaviours described as challenging (British Institute of Learning Disabilities, BILD).

PBS is at the heart of the Department of Health policy document 'Positive and Proactive Care' published in April 2014 and is centred around understanding the behaviour of an individual through assessment of the social and physical environment in which the behaviour happens, and includes the views of the individual and everyone involved, and uses this understanding to develop support that improves the quality of life for the person and others who are involved with them.

Currently the PBS Model is being promoted and developed by The Ryes, supported through our +Proactive Approaches training and Planning Live Meetings to establish patterns for behaviour and strategies to manage these. Further information can be found at: www.bild.org.uk/pbs

The Systemic Model

Systemic theory in particular considers the dynamics of not only the individual young person but their interactions and relationships with others and the environment around them. The Ryes explores this in relation to each individual child through monitoring and discussing patterns of behaviour and individual dynamics of relationships. This forms an integral part of the Planning Live Meetings which looks at social and environmental factors that impact on our young people.

[a] details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy

[b] Information about how the effectiveness of any healthcare or therapy is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

In consultation and collaboration with Gillian Schofield and Mary Beek (UEA), we have adapted the Secure Base Developmental Checklist to move away from chronological age milestones to enable us to concentrate on tracking development of the emotional age our young people present with.

Therapeutic Development of the Staff Teams and Service (evaluation, efficacy and learning)

The Organisational Development Lead facilitates Planning Live Meetings and 'Secure Base Team Reflections' which support in developing and reviewing different therapeutic approaches.

In-house training sessions such as Brain Development and the Impact of Trauma, Core Attachment and Secure Base are delivered to support staff to understand why young people behave in certain ways and to consider responding therapeutically to meet their needs.

All staff access annual training from +Proactive Approaches which looks at trauma informed approaches in supporting young people with adverse childhood experiences and those who struggle with behaviours that challenge

Positive Relationships

[15] The arrangements for promoting contact between children and their families and friends

Our aim is to work in partnership with parents and those with parental responsibility through open and honest communication between the young person's key staff and family and a warm and welcoming atmosphere when families visit Mead House.

Where parents have parental responsibility, we liaise on the progress of the young person. Parents are notified of any significant events. We invite parents to contribute, and where possible to attend reviews. We also welcome parents to visit Mead House. We encourage successful visits home and discuss with parents young people's individual needs, support parents in building positive relationships with their child and discuss/define future contact.

We are committed to the young person's right to experience family living and to work with birth, foster and adoptive families. Sensitive, experienced staff support families who are experiencing difficulties, empowering and enabling them to feel confident and successful in looking after their child and where required can supervise contact visits.

[16] A description of the home's approach to the monitoring and surveillance of children

Mead House offers support and supervision and for young people through high levels of staffing throughout the day who remain available for all young people. Sleep in staff remain in the home overnight.

Mead 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 and it is referred to within the 'Young Person's Handbook' given to every child when they move into one of our homes.

[17] Details of the home's approach to behavioural support, including information about

(a) The home's approach to restraint in relation to children

(b) How persons working in the home are trained in restraint and how their competence is assessed

Mead House recognises that children who have suffered trauma may display behaviours that require physical and emotional containment. However, the home is committed in seeking to minimise the use of restrictive practices through proactive approaches. Understanding the children's early experiences and how these impact on their internal world is an important part of supporting children whose defences and anxieties are manifested through challenging behaviour and training is provided to address this.

Staff are also trained annually (with on-going top up team training as required) in Behaviour Support through the +Proactive Approaches programme. We have a trained instructor to deliver an in-house bespoke programme of training which has a strong emphasis on preventative strategies as well as the de-escalation and diffusion elements of behaviour support. The programme also recognises that it is sometimes necessary to use physical intervention to hold young people in order to protect their wellbeing and the welfare of others. In a professional context the deployment of restrictive physical interventions are legally defensible to achieve a number of outcomes which are clearly laid out within the training and Behaviour Support Policy

Staff are assessed throughout the course to ensure they fully comprehend the importance of supporting behaviours that challenge to avoid the use of restraint. However, through practical demonstration, they must also be able to show competence in the practical application of physical intervention as per the main teaching points of each hold.

Leadership and Management

[18] The name and work address of:

(a) The registered provider

Organisation:	The Ryes College Ltd
Chief Executive:	Kate Yarbo
Address:	The Ryes Skyview Business Centre 9 Churchfield Road Sudbury Suffolk CO10 2YA
E-mail:	kate.yarbo@theryescollege.org.uk

Managing Director	Maria Marques-Neves Skyview Business Centre 9 Churchfield Road Sudbury Suffolk CO10 2YA Maria.marques-neves@theryescollege.org.uk
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(b) The responsible individual (if one is nominated)

Responsible Individual:	Jaya Wright
Address:	The Ryes Skyview Business Centre 9 Churchfield Road Sudbury Suffolk CO10 2YA
E-mail:	jaya.wright@theryescollege.org.uk

(c) The registered manager (if one is appointed)

Registered Manager: Sharon Broadley
Address: Mead House
49 Canhams Road
Great Cornard
Sudbury
Suffolk
CO10 0ER

E-mail: sharon.broadley@theryescollege.org.uk

[19] Details of the experience and qualifications of staff, including any staff commissioned to provide education or healthcare

Sharon Broadley

Qualifications: BA (HONS) in Therapeutic Communication and
Therapeutic Organisations (L6)
ILM Leadership and Management (L5)
NVQ L3 CYP

Experience: Over 13yrs experience working with Looked After
Children in a variety of roles, including behaviour
support, senior care worker and since Nov 2011
within a management team.

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, Skyview Business Centre, 9 Churchfield Road, Sudbury Suffolk CO10 2YA.

Mead House benefits from a well-established, highly motivated team of staff with a diverse range of skills. The majority of the current staff group have previous experience working with LD and complex needs including YPs on the autistic spectrum and FASD. Some of these staff members also have experience working with LD in previous employment or through person experiences. From Feb 2020 additional staff from another home within the organisation have joined the team.

The current percentage of care staff holding their level 3 qualification is 78%. One staff member is still within a probation period and will be enrolled once probation has been successfully completed, one staff member has passed their probation but enrolment has been delayed due to COVID-19. Percentage will drop when staff are enrolled until other staff complete the qualification. One staff member has just completed probation and is in the process of being enrolled for their level 3. One staff member is currently enrolled and progressing through L3 qualification. One staff member is out of time frame for completing qualification and L3 is currently suspended due to long term sick leave.

[20] Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or healthcare

The staffing complement includes: 1 Manager; 2 Deputy Managers; 7FT (figure currently does not include 1 FT staff member on long term sick).

All staff are supervised by the management team and this is planned on a regular basis to ensure there is the opportunity to offer support and guidance as well as monitoring of work practice. Adding to this however, the management team further recognises the importance of qualitative reflection and discussion on both an individual and group basis and this helps to underpin the consistent approaches adopted by the team in supporting the young people.

New staff are fully supported into the service through a familiarisation and induction process which includes accessing shadow shifts before becoming fully integrated into the team. The Workforce Development Plan details all mandatory training staff undertake and timescales for completion.

Mead House puts strong emphasis on staff's on-going personal and professional development. This may take place in the form of formal training; in-house team-led sessions; utilising both internal and external professionals as required and individual reflective discussion. Some examples of this training may include Brain Development and the Impact of Trauma; Attachment; Understanding Sexualised Behaviour; FASD; Restorative Approaches and Secure Base Model of Care.

[21] If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes

There is a good gender balance of staff within Mead House.

Care Planning

[22] Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission

Referrals may be made by any funding body or authority. On receipt of referral, an initial assessment is made by face to face consultation with the young person, discussion with involved professionals and family. If appropriate, the young person will visit Mead House prior to admission on as many occasions as deemed appropriate.



On admission, a further period of assessment will be undertaken. It is within this period that the key team, the Manager and the young person will formulate a holistic plan for the young person's development.

Mead House provides both short and long - term placements. Emergency admissions and respite are considered, contingent on the provision of full and relevant information prior to admission.

See appendix for admissions policy



Appendix 1 – Admissions Policy

This policy is written in accordance with the Care Planning, Placement and Case Review (England) Regulations 2010.

Date:	May , 2019	Referral, Admission and Discharge	Document N°	G02
Version:	003		Written by:	J.Fischer
Review Date:	May ,2021		Reviewed by:	J.Bubb

1 Admission

- 1.1 Staff working at The Ryes Children's Homes do not underestimate the impact that moving to a new home has on each individual child/young person, so will attempt to make the transition for the child/young person as smooth as they are able through attention to detail and sensitivity towards the individual.
- 1.2 Staff are mindful also of the difficulties for the children/young people currently residing in the home when a new resident moves in and the upheaval and anxiety this may cause.
- 1.3 **NB:** The Ryes takes a number of children/young people into their homes as emergency admissions. Where this has been the case consideration has gone into how they, and the resident group, can best manage this change. A children/young person's house meeting will be arranged to discuss any new admission to the home and all concerns raised will be taken into consideration. This will be risk assessed and recorded accordingly
- 1.4 During the referral request of any new admission, the Manager will ensure that all relevant LAC paperwork is in place prior to the child/young person's admission (or 5 working days within the child/young person being placed). The manager must also ensure they have completed a new admission risk assessment which will take into consideration the current dynamic of the children/young people in the home.
- 1.5 Once the pre-admission visit date has been agreed the key worker will ensure they are available for the meeting in order that they can answer any questions the child/young person and their family/significant other may have. This can minimise the anxiety some children/young people and their families may have regarding the move. In addition the key worker will provide the child/young person and their family/key other with relevant written information on the home that they can take away with them and read; or advise them that they may contact the organisation for clarification on any points.

- 1.6 Children/young people will, on admission be supplied with a basic range of toiletries. The key worker will ensure that there is fresh linen on the bed and that clean towels, flannel and other basic items are available. Staff will ensure any personal/cultural/medical needs of the child/young person are prepared **prior** to them arriving.
- 1.7 On arrival the key worker will ensure the child/young person:
- Is treated with sensitivity and respect
 - Helped with their unpacking in the privacy of their room.
 - Provided with a copy of the 'Young Person's Guide' to living at The Ryes
 - Provided with a full Induction– as per The Introduction Form
 - Provided with a full introduction and layout to the home
 - Introduced to other children/young people and staff and have been made familiar with the layout of the home. They will have been notified of Fire and Health & Safety guidelines.
- 1.8 The key worker should inform the child/young person that they will have a member of staff close at hand during the first few weeks of their stay to answer any questions or queries they may have in order that they feel more comfortable.
- 1.9 During the first week of their stay, the keyworker will talk with the young person about how they would like to personalise their room and be taken to purchase items as appropriate. The keyworker will go through the Young Person's Guide in detail to ensure the young person understands and knows what to expect while living at the Ryes. There will also be a house meeting within the first week to formally integrate the young person into the home with other young people.
- 1.10 During the first month the child/young person will be gradually introduced to the immediate locality, systems pertaining to children/young people that are in place at the home e.g. meetings, key work sessions and recording in order that they begin to feel familiar with their surroundings and the reason and purpose of their placement.
- 1.11 Where appropriate and as part of the care plan, children/young people will be encouraged to maintain previous relationships and contacts through a variety of methods.
- All staff should help children/young people to manage their anxiety of moving to a new home by assisting them in familiarising themselves with the home; to ensure they make the best of their stay and become familiar with what is expected of them, and what they can expect from the organisation.

2 Admission criteria including emergency admissions

2.1 The process for emergency admission is as follows:

- 2.1.1 Social worker/placement officer phones to enquire about vacancies.
- 2.1.2 Discussion follows regarding the appropriateness of the referral with regard to the needs of the individual and compatibility with the current resident group.
- 2.1.3 Social worker/placement officer completes referral form and provides supporting information (history/ recent review reports) for the Children's Home. The Senior Manager sends relevant documentation i.e. Statement of Purpose, most recent inspection report, brochure etc.
- 2.1.4 On receipt of the referral form and other paperwork, further discussion will take place with the placing authority. A preliminary visit will be organised, where applicable.
- 2.1.5 An initial visit will take place and further discussions will take place between the Children's Home, the current resident group and the child/young person being referred.
- 2.1.6 If everything is satisfactory, funding for the placement will be agreed in writing, along with timescales. This may involve overnight stays etc.
- 2.1.7 A bedroom will be prepared with posters that reflect the interests of the new child/young person e.g. football team, pop stars. All current residents will be encouraged to welcome the new person.
- 2.1.8 The child/young person will meet their key worker and be given an induction to the Children's Home. The children's guide will be discussed with the child/young person. The house rules will be explained.
- 2.1.9 A 72 hour placement review takes place

3 Reviews

- 3.1 The timescales for conducting Looked After Reviews (including on children who are the subject of a secure remand) has been amended as follows:
 - First review must take place within 20 working days of the date on which the child becomes looked after;
 - Second review must take place not more than 3 months after the first;
 - Subsequent reviews must take place at intervals of not more than 6 months
- 3.2 Discussion should take place between the social worker and the child, subject to age and understanding, at least 20 working days before a Looked After Review about who the child would like to attend the meeting and where the meeting will be held.
- 3.3 The Personal Education Plan (PEP) should be initiated as part of the Care Plan before the child becomes looked after (or within 10 working days in the case of an emergency placement), and be available for the first Looked After Review.

- 3.4 A Looked After Review should be held before a decision is made to cease looking after a child or before a young person moves to semi-independent accommodation.
- 3.5 After the Looked After Review, the IRO should produce a written record of the decisions or recommendations made within 5 working days and full record of the review within 15 working days. A designated manager must consider the decisions within 5 working days of receipt and advise all those who attended the review meeting if he or she is unable to agree them.
- 3.6 As per statutory guidance, social worker will visit the child/young person within the first week of placement, and every six weeks thereafter.
- 3.7 The home will review their internal placement plan and risk assessments regularly as and when required.
- 3.8 The Ryes will accept emergency admissions and offer respite care, provided this is not to the detriment of resident children/young people. As far as is practical, as much preparatory work identified above as possible will be put in place for the emergency admission to ensure the best possible start to the placement. A placement meeting will take place within 72 hours from the day of arrival and the placing social worker will be required to have the completed LAC forms.

4 Discharge Policy

- 4.1 One month's notice is required for a pre-planned discharge of a child/young person. **NB:** Always request a formal letter of notice from the funding body and copy to Head Office.
- 4.2 A meeting will be held with the child/young person's social worker to plan the discharge period and to agree the distribution of tasks. This will include arranging a review before the child/young person is moved to another placement (except in emergency). The IRO should be notified and consulted before the child/young person moves from one home to another.
- 4.3 Moving a placement for a child/young person is always difficult even when they are moving to a desired placement therefore great care and sensitivity is required.
- 4.4 An end of placement report will be produced outlining the work undertaken at The Ryes and the progress made. The child/young person will contribute to this report with the aim of making the report useful to them as well as their next placement. This will include up to date information on education, health, social activities and the care plan.
- 4.5 A timetable of events will be drawn up detailing the dates visits will be made to the new placement. (The tasks identified and who will do them). The child/young person will receive a copy of the plan.
- 4.6 The Ryes will liaise with the child/young person's school, dentist, optician and general practitioner to ensure a smooth transition and that health and education needs continue to be met.
- 4.7 The child/young person's file will be prepared in two ways:

- The file will be brought up to date and discharge report added
- The child/young person's certificates, or evidence of achievements and photographs will be collected together in a presentation box; and should accompany the child/young person – these may be presented during the leaving home house meeting

- 4.8 All children/young people should be given a planned opportunity to say appropriate goodbyes to residential staff and other children/young people in the home. There will be a social event/house meeting to mark the child/young person 'moving on' and a small gift or memento will be given.
- 4.9 A check will be made of the child/young person's clothing to ensure it is appropriate and in good condition.
- 4.10 The child/young person's clothing and belongings will be packed in a dignified fashion using appropriate suit-cases and bags. All personal belongings should move with the child/young person, with assistance from staff in packing as required.
- 4.11 At The Ryes we strive not to allow a placement to end without planning. However in this event every effort will be made to ensure the smooth transition of placement and the above procedure will be followed as closely as possible (for example the discharge report, health and education information) will follow as a matter of urgency i.e. 48 hrs as a baseline.

5 Notifications with respect to children admitted to or discharged from the children's home

- 5.1 The registered person must notify, in writing, the local authority for the area in which the children's homes is located without delay of:
- (a) The admission of a child into; and
 - (b) The discharge of a child from, the children's home.
- 5.2 The registered person is not required to notify the local authority pursuant to paragraph 1 if that local authority is also the placing authority for the child in question.
- 5.3 A notification under paragraph 1 must state:
- (a) The child's name and date of birth;
 - (b) Whether the child is:-
 - (i) Provided with accommodation under section 20 or 21 of the 1989 Act;
 - (ii) Subject to a care supervision order under section 31 of the 1989 Act;
 - (c) The contact details for:-
 - (i) The child's placing authority; and
 - (ii) The independent reviewing officer appointed for the child's case under section 25A(1) of the 1989 Act; and
 - (d) Whether the child has a statement of special educational needs and, if so, details of the local authority that maintains the statement

NB: This policy/procedure will be updated every one year or before if changes in conditions/legislation are applicable.

Appendix 2 – Children's Rights Policy

Date:	June , 2020	Children's Rights Policy	Document N°	G05
Version:	004		Written by:	J.Fischer
Review Date:	June, 2021		Reviewed by:	Jaya Wright

1 Aim

- 1.1 This policy is designed to raise awareness of and protect the rights of children and young people by clarifying both rights and responsibilities of both the young person and the Ryes. It also sign posts you to other relevant policies regarding children's rights.
- 1.2 To reinforce the rights of Children/Young People, the Government has asked children's services across the country to make a promise to all young people that it looks after. This means the authority that places a child must ensure they work closely with the young person to ensure their rights are met when they place a young person into care. It also requires them to be aware of the young person's rights in the way they share young people's information, ensure they are consulted on all decisions that affect their lives and oversee that they receive the help and support they need to make a success of moving on from care into adult life.

2 Charter of Rights for Looked After Children

2.1 The Child's Rights

- I have the right to be treated equally & fairly
- I have the right to feel & be safe
- I have the right to a good education
- I have the right to be treated politely
- I have the right to dignity & respect
- I have the right to privacy
- I have the right to be happy
- I have the right to be treated with understanding
- I have the right for my property to be safe
- To be protected from harm
- To be able to express my wishes and feelings in the knowledge that my concerns will be taken into account
- To have information about my family and other important people in my life and contact with them or a clear explanation of why this is not possible
- To be told clearly what I can do and what I am not allowed to do
- Not to be discriminated against for any reason

- Education and health care that suits my needs
- Opportunities to develop my skills and interests
- Encouragement to participate in making decisions and plans for my future ie house meetings, keyworking sessions
- To be prepared for life as an adult with the necessary help available to me while I do this
- To know how to complain if things go wrong and for my complaint to be dealt with properly

2.2 The child's/young person's Responsibilities

- I have the responsibility
 - to treat others equally & fairly
 - I have the responsibility to not make others feel unsafe
 - I have the responsibility to learn
 - I have the responsibility to treat others politely
 - I have the responsibility to treat others with dignity & respect
 - I have the responsibility to respect others' privacy
 - I have the responsibility to appreciate others' happiness
 - I have the responsibility to try to understand others
 - I have the responsibility to respect others' property

3 What we will provide

3.1 The Ryes will provide all children/young people in their care with information to help them understand their situation and assist them in maintaining some control over their lives. The information will be provided via the Young Persons Handbook and will contain a number of relevant contact details, guide to legislation, together with information about how to complain and seek help from an independent rights service/advocate. The child/young person will be provided with information about how to access the Children's Commissioner for England. The children's and young people's handbook is also discussed with the children in keywork sessions and house meetings when required.

3.2 The service we provide will include the following commitments:

- Respect for children/young people and their rights
- Respect for a child/young person's parents and family
- Respect for a child/young person's race, religion and cultural identity (***please refer to the organisations Equality & Diversity policy***)
- The provision of care that is non-judgmental
- The empowerment of staff to develop and maintain quality care
- The guarantee always to listen to children/young people in our care

3.3 In the day to day operations, children and young people are encouraged to reflect and comment on all significant events recording including sanctions, restraints, incidents, house meetings, 1:1 sessions and daily records.

3.4 Keywork sessions records are structured to allow all young people to express their views, wishes and feelings on a 1:1 basis with staff members they can talk to. House/community meetings give the young people an opportunity to discuss things as a group with staff about

current issues, their home and the care they receive. The Ryes ensures full consultation with young people as part of the review process in accordance with statutory guidance. See also our ***Obtaining the views of Children and young people policy***

- 3.5 All staff must respect a child's right to confidentiality and privacy, except where this may compromise the child's (or anybody else's) health, safety or well-being. For more on this, please see our ***Respecting the rights of children, young people and young adults to Privacy policy***
- 3.8 Children should be provided with support to participate as fully as possible in all aspects of their care planning and daily care. The record keeping within each home is monitored and managed in compliance with data protection and can be accessed with permission from all relevant parties such as social worker and parents or by the child.
- 3.9 Children should have secure personal space in which to keep their personal/private possessions. Staff will respect the child's personal space and property. Each bedroom and bathroom space is a personal space that the child needs to feel safe and secure within. Staff members will always knock on the door before entering either of these spaces to gain permission to enter.
- 3.10 The rooms will be cleaned to ensure that the young person's personal space is kept hygienic, clean and safe. This will be carried out sensitively and respectfully.
- 3.11 If it is thought that the child has unsafe objects kept in their room such as drugs or weapons then a room search may be necessary. This process will only take place if there is adequate information that the child or others safety is at risk. ***[please see Room Search policy]***
- 3.12 Staff should demonstrate sensitivity to gender issues, particularly in relation to privacy and personal space. This is of particular importance with bathing, showering and toileting facilities and arrangements.
- 3.13 Each child / young person needs to be afforded privacy to write letters or to meet with parents / others if desired and if conditions allow.
- 3.14 Each child / young person will have access, at reasonable times, to a telephone where it is possible to make and receive phone calls in private if required. Should a child choose to contact their Social Worker, contact can be made at any time without prior arrangement with residential staff. Where restrictions are placed on a child or young person's use of a telephone, this will only be done with consultation between The Ryes and the young person's social worker, which has been recorded in writing.

4 Advocacy Service for all Children/Young People Pursuing Complaints

- 4.1 This service can be accessed directly by the child/young person or can be referred to on their behalf by a professional. In addition, if it is felt that it is the child/young person's best interest a referral to an advocacy service will be made automatically upon receipt of a formal complaint.

5 Independent Visitors

- 5.1 Independent Visitors should be appointed for children/young people who are looked after where it is considered in the child/young person's best interest to do so. Appointment of Independent Visitors was previously made when a child/young person had limited contact or no contact with parents/family or person with parental responsibility

6 Children's Rights and Advocacy Service Awareness Raising

- 6.1 Management to access the local and the child/young person's LA Children's Rights, Independent Visitors and Advocacy services. The Children's Rights & Advocacy Service provide information and advice to a variety of agencies and professionals.
- 6.2 All children have access to an independent, external advocacy service 'Coram VOICE'. Staff actively encourages children to use this service; children can also access this service without consultation with staff. Information about the ways to contact this service, and other external bodies is included in young people's handbooks and the homes' statements of purpose.
- 6.3 Children have direct access to managers, Childline, and Ofsted as well as their social worker and family (unless this is not allowed by a court order).

Other policies relevant to Children's Rights

Obtaining the Views of Children and Young People Policy

Respecting the Rights of Children, Young People and Young Adults to Privacy Policy

Room Search Policy

The Ryes Young Person's Complaints Policy

Equality and Diversity Policy

Further Reading

Young People's Guide to The United Nations Convention on the Rights of the Child (UNCRC)

https://www.childrenscommissioner.gov.uk/sites/default/files/publications/GUIDE_Young_peoples_Guide_to_the_UNCRC.pdf

