



Education and Children's Homes  
**REACH** your potential

# STATEMENT OF PURPOSE

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## Head Lane



**May 2019**

This **statement of purpose** is written in accordance with the regulatory requirements of regulation 16(1)Schedule 1in 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**

Head Lane 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. Head Lane 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.

Head Lane 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. Head Lane provides small group accommodation for young people of either gender, but currently all the young people are male.

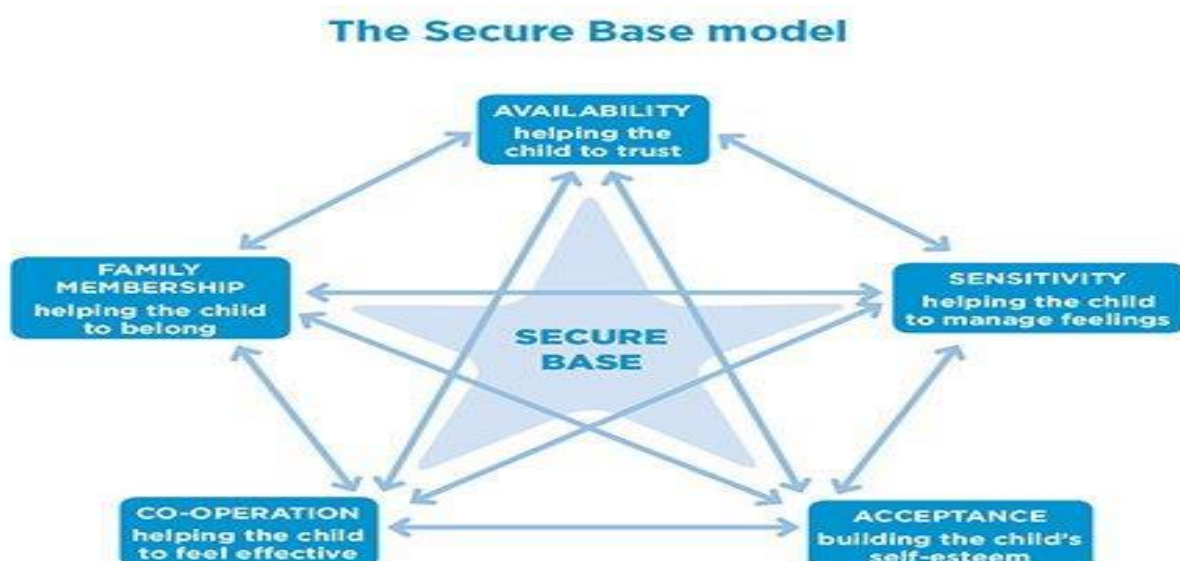
## [2] Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them

Everyone at Head Lane 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.

Head Lane 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 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. Head Lane 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.

Head Lane 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**

Head Lane is a very homely 4 bedroom unit with a good sized enclosed garden. It has a lounge and separate dining, giving the home a spacious feel and boasts a large kitchen. The bedrooms are all individually decorated and personalised to the wishes of each young person.



Head Lane is registered with Ofsted for 4 young people. Head Lane provides small group accommodation for young people of either gender.

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, Head Lane is just a few minutes walk from a large area of parkland with football pitches outdoor swimming pool available. It is also a brief drive to the town centre and sports centre with an indoor swimming pool, and in close proximity to and play park areas which are much enjoyed by the young people at Head Lane.

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

Head Lane 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.

## **[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 Head Lane or the central office. It is also included in the Head Lane 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. It is also included in the Head Lane admissions pack which is available to all stakeholders of the young person.

Head Lane 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 every two years) 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. Head Lane works closely with all professionals through multi-agency meetings to address any issues around children going missing from the home.

Head Lane 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 Head Lane, 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 Senior Managers, 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. Head Lane 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 Head Lane 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 Head Lane. The young people at Head Lane 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](http://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 has two educational sites which cater for young people with SEMHD. Both sites have qualified teaching staff, instructors, behaviour support workers 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. The home work closely with the education team and meet regularly outside of reviews to discuss and monitor the young people's education.

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 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**

Head Lane 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**

All young people at Head Lane are entitled to:

Frequent opportunities to experience a range of planned and unplanned activities that will develop and extend their social skills in physical and competitive situations

- opportunities to experience success and personal achievement in leisure activities both within the home and community according to their interests and abilities
- have their sporting successes and achievements valued and celebrated

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

## **Health**

### **[14] Details of any healthcare or therapy provided**

Head Lane 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. Head Lane 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 Ryes works in partnership with The Apricot Centre. The Apricot Centre (CIC) Wellbeing Service for Children and Families offers assessments and specialist interventions for children, young people and families with complex needs, as well as less intensive care farm approaches to wellbeing. The Apricot Team approach involves experienced CAMHS practitioners from different fields collaborating to deliver high quality therapies and support. This means we have access to psychiatry, clinical psychology, process oriented psychology, child & adolescent psychotherapy, art psychotherapy, social work and counselling.



### **The Secure Base Model (Attachment theory)**

The Ryes knowledge of psychodynamic and systemic theories enables promoting the Secure Base model within all of the care homes; incorporating the approach into everyday practice and facilitating frequent team reflective supervisions framed within the Secure Base model.

The Secure Base model uses five dimensions of caregiving: Availability, sensitivity, acceptance, co-operation and family membership and central to working within the model is 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 embraced the model for the residential setting.

Schofield, G. & Beek, M (2014) *The Secure Base Model; Promoting attachment and resilience in foster care and adoption*. BAAF, London

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

### **Positive Behaviour Support Model (Humanistic theory)**

Positive Behavior 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 ABC charting of behaviours to establish patterns is actively encouraged. Further information can be found at [www.bild.org.uk/pbs](http://www.bild.org.uk/pbs)

### **The Systemic Model**

Systemic theory in particular attends to the dynamics of communication, transition and change. Systemic processes such as our in-house Planning Live inform observation of YP and are applied in all interactions with YPs, Ryes' staff, external agencies, families and carers and is central to efforts being made to form relationships with other agencies involved with YPs admitted to The Ryes.



**[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.**

## **Evaluation of Therapy**

Strengths and Difficulties Questionnaire (SDQ) monitoring tool is a brief behavioural screening questionnaire for 4-16 year old. The emphasis is on both strengths and difficulties and serves to identify where assessment and intervention is required and also serves to evaluate outcomes. This measures 5 behavioural scales, namely:

1. emotional symptoms
2. conduct problems
3. hyperactivity/inattention
4. peer relationship problems
5. prosocial behaviour

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. This is now being completed at start of placement and periodically thereafter to help us measure both emotional and social development. We form part of a recently formed network group who are dedicated to further development of the Secure Base Model led by Gillian Schofield and Mary Beek .

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

Helen Knowling (In House Trainer) facilitates Planning Live meetings which support in developing and reviewing different therapeutic strategies in line with national best practice guidelines and supports consistent implementation across services.

Outcomes tools as mentioned above, are now being implemented with intention to establish evidence-based measures of YPs experience and outcomes in attending The Ryes. As well as improving evidence-based services and outcomes for YPs, the process both facilitates and promotes learning and skills development among the staff teams and informs development of our training programme.

Helen Knowling facilitates 'Secure Base Team Reflections' which are developing in each care home. The opportunity of self-reflexivity promotes personal and professional development among staff and responds to and recognises staffs' psychological and emotional wellbeing as central to ensuring good YP outcomes

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 the YP behave in certain ways and to consider best practice to work with them.

Individual clinical supervisions or counselling support is provided to staff at the request of senior management when the need is identified as likely beneficial.

## **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 Head Lane.

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/families to visit Head Lane. 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**

Head Lane 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.

Head Lane 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**

Head Lane 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 training programme. We have trained instructors 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 3 Skyview Business Centre 9 Churchfield Road Sudbury Suffolk CO10 2YA

E-mail: [kate.yarbo@theryescollege.org.uk](mailto:kate.yarbo@theryescollege.org.uk)

#### **(b) The responsible individual (if one is nominated)**

Responsible Individual:	James Fischer II
Address:	The Ryes 3 Skyview Business Centre 9 Churchfield Road Sudbury Suffolk

CO10 2YA

E-mail: [james.fischerii@theryescollege.org.uk](mailto:james.fischerii@theryescollege.org.uk)

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

Registered Manager: Vivienne Toms  
Address: Head Lane  
29 Head Lane  
Great Cornard  
Sudbury  
Suffolk CO10 0JS

E-mail: [Vivienne.toms@theryescollege.org.uk](mailto:Vivienne.toms@theryescollege.org.uk)

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

#### James Fischer II

Qualifications: RMA  
A1 Assessors Award, NVQ 3 Care Qualification

Experience: 18yrs experience working in the care sector in a variety of roles, including 10yrs experience in Senior Management positions; previous experience of sharing the role of RI - as the 'nominated person' in their absence.

#### Vivienne Toms

Qualifications: Degree in Therapeutic Communication and Therapeutic Organisations (Work-based degree)

ILM L5 Leadership and Management

NVQ L3 CYP

Experience: Over 19 yrs experience working with Looked after Children in a variety of roles,

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

We benefit from an established in-house training provision, which means that we can be responsive to staff training needs as dictated by the individual needs of each yp placed with us at Head Lane. We also utilise Suffolk CPD and other external providers to access training on a wider range of topics as deemed relevant.

Head Lane 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 within the organisation. Some of these staff members also have experience working with LD in previous employment or through person experiences.

The current percentage of care staff holding their level 3 qualification is 100%.

### **[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**

Head Lane comprises of 10 staff, 3 x f/t & 7 x p/t. All staff are supervised by the manager 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.

Head Lane 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 and individual reflective discussion. This is laid out in more detail in the Workforce Development Plan.

### **[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**

It is recognised that Head Lane predominantly has female workforce. Therefore, rotas are looked at on a weekly basis to ensure appropriate gender balance is in place to meet the needs of the yp.



## **[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 Head Lane 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 Manager and the young person will formulate a holistic plan for the young person's development.

Head Lane 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

<b>Date:</b>	May 22, 2019	<b>Admission and Discharge</b>	<b>Document N°</b>	G02
<b>Version:</b>	002		<b>Written by:</b>	J.Fischer
<b>Review Date:</b>	May 21, 2020		<b>Reviewed by:</b>	J.Bubb

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

### **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

### 1 Aim

<b>Date:</b>	May 22, 2019	<b>Children's Rights Policy</b>	<b>Document N°</b>	G05
<b>Version:</b>	003		<b>Written by:</b>	J.Fischer
<b>Review Date:</b>	May 21, 2020		<b>Reviewed by:</b>	H. Knowling, J Bubb

- 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](https://www.childrenscommissioner.gov.uk/sites/default/files/publications/GUIDE_Young_peoples_Guide_to_the_UNCRC.pdf)