

The Willows

STATEMENT OF PURPOSE

Child First Ltd

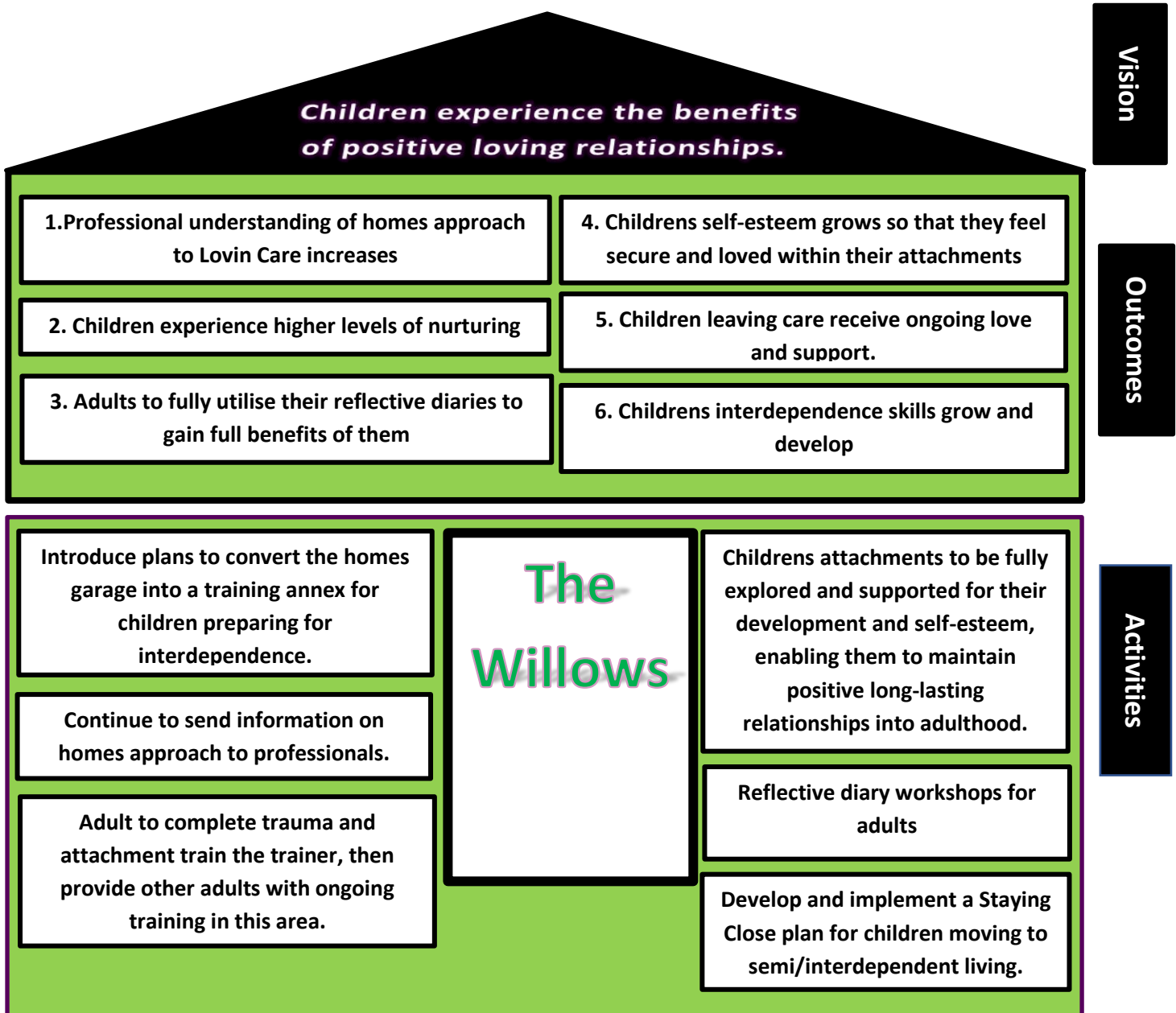


Contents

1. Quality and Purpose of Care	3
The Willows	
The Location of the Home	
Arrangements for meeting the Cultural, Linguistic and Spiritual needs of the Children	
Access to our Complaints Policy	
Access to Safeguarding and Behaviour Policies	
2. Children’s Views, Wishes and Feelings	6
Children’s Guide	
Care Planning	
House Catch ups	
Advocacy	
Children’s Rights	
Arrangements to promote Anti-Discriminatory Practice in respect of Children and their Families	
3. Education	8
Referrals and moving into the home	
Arrangements for Special Educational Needs	
4. Enjoyment and Achievement	9
Planning of activities	
Access to television, films, games consoles and internet	
5. Health	9
Clinical Psychology Services and Therapy	
6. Positive relationships	10
The Arrangements for seeing family	
7. Protection of Children	10
Our approach to the monitoring and surveillance of children	
Our approach to behaviour management	
Our approach to physical intervention in relation to children	
Criteria for adult training and monitoring competency	
Criteria for using Physical Intervention	
8. Leadership and Management	12
The structure of Child First and The Willows	
The Willows Adult Team	
Our arrangement for supervision, training and development	
A description of how the home promotes appropriate role models of both sexes	
9. Care Planning	14
Criteria for moving into the home	
Moving into the home	
Emergency referrals	

Our Ethos and philosophy of care

The Willows believes in continuous improvement and strive to provide the best care for children. We are committed to using research* to develop our practice and have drawn upon messages that highlight the benefits of love on childrens mental health, resilience, and outcomes. Consequently, we are seeking to transform our already good care into Lovin Care. This Theory of Change sets out how we will embed and evaluate this.



We provide a home for up to 5 children of mixed gender between the ages of 8 to 18 who may have experienced a chaotic early family life, which may have included abuse, neglect, and exploitation. They may not have yet developed sufficient skills and resilience to overcome these life adversities, developing the life skills they will need to help them to build a strong foundation for a better future.

We can care for children with a range of associated behaviours which may include running away, substance misuse, criminal activity and anti-social behaviour, sexualised behaviour, self-harm, aggression towards others and environment.

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

In some circumstances, we may be able offer a home for a child outside of the specified age range and would seek agreement from Ofsted for this.

*Footnote research references

Smith, M (2009) Rethinking residential childcare: Positive Perspectives

Sutherland, M (2007) What every parent needs to know; the incredible effect of love, nurture and play on your child's development

Steckley, L & Smith M. (2011) Care ethics in residential childcare: A different voice

<https://www.unicef.org/stories/science-of-love-in-childhood> (Daniel J Siegel part)

The Willows

The Willows is a large five-bedroom residence in the coastal town of Worthing. It does not cater to children with physical disabilities or impaired mobility, so no changes have been made to its original layout. The ground floor features a spacious lounge, a games room used for education, arts and crafts, indoor games, a kitchen, dining area, and a utility room. Upstairs, there are five roomy bedrooms with en-suite bathrooms for children, two bedrooms with en-suites for adults, and a small library room we call "the book nook". Children can personalize their bedrooms, and there is also a private enclosed garden with a summer house, we currently house 6 chickens'. And tortoise called "Phillip".

The Location of the Home



The nearby beach and various amenities such as shops, a library, community centre, and youth clubs are a short walk from the home. Convenient transport links include bus routes and a railway station connecting to larger towns like Brighton and Chichester. Worthing also features schools, colleges, libraries, and a wide range of arts and leisure facilities to support children's interests. Additionally, its proximity to the South Downs allows children to access the countryside, enjoy local wildlife, and visit outdoor activity centres and farms.

The arrangements for meeting the Cultural, Linguistic and Spiritual needs of the Children

We are dedicated to providing equal opportunities and taking an anti-racist stance, ensuring that every child, regardless of social class, religion, race, or disability, can reach their full potential. Our goal is to create an environment that addresses the values and needs of individuals from diverse social and economic, ethnic, and religious backgrounds. This includes maintaining connections with the child's family and community, fostering discussions on cultural identity, race, religion, and gender, and addressing any negative experiences they may encounter. We are committed to modelling non-discriminatory behaviour and engaging in discussions with children and their primary carers to identify and address their specific needs. Discrimination is not tolerated, and we support victims while helping those responsible understand and overcome their prejudices. We do not

discriminate based on any protected characteristic as defined by the Equality Act 2010. Our practice is rooted in promoting equality of opportunity, valuing diversity, and supporting the ethnic and linguistic needs of each child.

Access to our Complaints Policy

Our goal is to foster an environment of openness to scrutiny and challenge, focused on continuously improving our service quality. Complaints and suggestions can be made directly to the home by parents, adults, and others, and children have the right to voice concerns and access external advocacy. Complaints can be made verbally and will be recorded and addressed appropriately. Those involved in a complaint will not be part of its consideration or investigation, and everyone involved has access to our complaints and suggestions policy. The home manager ensures that the Children's Guide is given to the child, explains the complaints policy, encourages regular discussions about their care, supports group or individual complaints, and provides access to advocacy and support.

As the home manager will ensure that:

- The Children's Guide is provided to the child prior to or upon moving in that holds written information of this policy containing details of how to access children's rights, Ofsted and other support services
- The complaints policy is explained to the child upon moving in
- Ensure the child has regular opportunities to discuss any aspect of their care
- House catch ups are held regularly to support the children to raise a complaint as a group or individually
- Have access to a telephone and at any point may raise concerns about the home with, for example, their social worker, parents, or Ofsted
- That adults will advocate and support a child to raise a complaint in the home or in relation to an aspect of their wider care plan

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

The Willows

Manager – Daniel Wilson

Tel: 01903 211277

Email: daniel@child-first.co.uk

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

Oyster House

Service Manager and Responsible Individual – Matt Langley

Tel: 01903 282031

Email: matt@child-first.co.uk

Access to Safeguarding and Behaviour Policies

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

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

Children's Views, Wishes and Feelings

We prioritise our children's feelings, wishes, and views, advocating for their voice to be heard. We listen to them, consider their views, provide information for their decision-making, and involve them in the home's ethos, environment, and routine. The Home Manager ensures that adults seek, consider, and act on each child's wishes and feelings regarding their care and welfare,

regularly consult with them for feedback, explain the consideration of their wishes, support their expression of feelings, and prepare them for meetings to review their care.

The Home Manager must ensure that adults:

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

Children's Guide

We provide a guide for children that offers an overview of what they can expect while living with us. The guide, tailored to their age, is easily accessible and outlines a summary of our statement of purpose, instructions for raising a complaint, how they can access advocacy support, and contact information for the Office of the Children's Commissioner, among other helpful contacts. Before children move in, we share a copy of this guide with them and spend time discussing its contents, giving them the chance to ask questions.

Care Planning

We will involve and encourage children to contribute to their support plan. Encouraging and supporting their participation in meetings related to their care planning and reviews, we provide clear explanations and choices about their day-to-day life. Children can access their plans and reports through their own Clearcare logins.

House Catch ups

We regularly hold house catch-ups where children and adults come together to discuss various topics such as home life, relationships, ideas, and issues. During this time, adults encourage each child to develop their communication and problem-solving skills.

Advocacy

We ensure that children are aware of the role of an advocate and their right to access advocacy. This support is available to help them raise a complaint or make representations about the care offered by the home or Placing Authority. We assist children in accessing an advocate if they wish and help them prepare for a visit from their advocate to express their views and feelings about topics, they want to discuss regarding their care

Children Rights

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

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

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

Tel: 020 7783 8330

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

We are dedicated to fostering an environment that offers equal opportunities for children, families, adults, and all visitors to our home. We understand that discrimination is unacceptable, and we ensure that no child or adult is treated unfairly on the basis of age, gender, disability, race, colour, ethnic origin, religion, or sexual orientation.

We believe that discriminatory behaviour is learned and exists due to its perceived benefits for individuals, cultures, and institutions. Therefore, be proactive and inclusive anti-discriminatory measures involving everyone are essential. We acknowledge our responsibility to promote each child's identity and ensure they are treated with the utmost respect by adults and other children, and failure to do so is unacceptable.

We have zero tolerance for any form of racism from adults, children, their families, or visitors. Adults are expected to challenge any racist remarks or actions, and if necessary, seek advice from the police. Adults also have a responsibility to educate the children and actively promote anti-discriminatory practices, with appropriate consequences enforced in accordance with the positive behaviour policy to combat discrimination and racism.

Education

Several of the children under our care may have encountered interruptions in their education, affecting their learning, confidence, and self-esteem. We will collaborate with professionals to develop educational plans tailored to the specific assessed needs of the children. These plans will include sourcing suitable programs to support their engagement and progress, helping them reach their academic potential.

Referrals and moving into the home

We conduct a matching process and impact assessment for each child referred to the home. As part of this process, our goal is to understand the Local Authority's education plan and arrangements for the child. We strive to initiate planning prior to the child's arrival to minimise any delay in starting their education.

The manager will aid in exploring potential education placements or packages to identify the most suitable provision for the child. This collaboration will involve the social worker and virtual school, taking into account the child's individual needs, preferences, educational history, records, and recommendations from the Placing Authority Local Education Authority officers and professionals. The support plan will outline the child's needs and the arrangements to support their education provision.

The available options include:

- Full-time mainstream school
- Part-time mainstream school combined with out-of-school education
- Alternative specialist education provision or customised package
- Tutoring program
- Full-time college or apprenticeship program

For children who have been out of education, we will address any barriers to re-engaging in education. In such cases, a step-up program will be implemented to support their reintroduction to education.

The home manager and adults will support the child by:

- Establishing a routine that prioritises education
- Ensuring the child is fully prepared for school each day, including being washed, dressed in proper uniform, fed, and equipped for the day
- Upholding the requirements of the home-school agreement
- Providing the child with facilities and an environment conducive to self-study and ensuring timely completion of any assigned homework.

Arrangements for Special Educational Needs

Some of the children under our care will have an Education, Health, and Care Plan (EHCP), which may be based on academic needs but more commonly linked to behavioural, emotional, and/or social difficulties. When a child has an EHCP, the home manager and adults will collaborate with the Headteacher, designated SEN, and school to address the objectives outlined in the plan. The local authority is informed of the child's admission to the home, including details of their care and educational

needs. As part of our referrals and admission process, we request a copy of the EHCP to be stored on the child's Clear care record.

Enjoyment and Achievement

We provide diverse opportunities for each child to engage in leisure, sports, and educational activities in line with their interests. It is crucial to offer positive experiences that encourage healthy lifestyles and help children develop self-esteem and time management skills positively.

Children are empowered to express their ideas and preferences in regular house catch-ups and discussions with adults. By doing so, they assist in identifying and developing their interests while contributing suggestions for planned activities within the home and the community.

We have a range of computer equipment and training materials that support coursework, CV writing, and job applications. Children are encouraged to explore their talents and interests, and we ensure that time and resources are available to nurture and enhance their interests. We understand that this support can foster resilience and self-worth during this crucial stage in their lives.

Planning of activities

All children will receive encouragement to engage in regular group and individual exercise, recreational, social, and leisure activities both within and outside the home. They are supported in planning and participating in a variety of activities and leisure pursuits that respect their race, culture, language, religion, interests, abilities, and any disabilities. The child's support plan includes details of their leisure interests and talents. When necessary, these interests are discussed during placement planning meetings and reviews, with consideration given to how we aim to promote and provide financial support for these interests.

Access to television, films, games consoles and internet

We will take into account individual circumstances when children watch videos and TV, play computer games, and use the Internet. Videos, game consoles, and computer games will be viewed or played by children in the specified age range. For homes with younger children, videos must be certified as suitable for the youngest child. We will not have videos or games intended for adults over 18. The adults will ensure that safety measures are in place to protect children when they are online, in accordance with the company's E-Safety policy. Additionally, the adults will monitor the children's screen time to ensure a balanced proportion of screen-based activities and alternative activities.

Health

We will create opportunities for children to engage in diverse activities that promote their physical and emotional well-being. Children will be promptly provided access to healthcare professionals, including specialist services, as needed. Their health will be promoted based on their identified needs in the LAC Health Assessment and support plan, with consideration for consent for medical treatment. The child's preferences and views will be sought in all aspects of their healthcare, and the adults will act as advocates for the child.

Positive Relationships

We will support children in developing valuable skills to make informed decisions about their lives by creating a space for them to reflect on their choices and actions, helping them understand and address the challenges they face in daily life. This will provide them with insight, empowerment, and the opportunity for positive change.

We firmly believe that transforming our care into "Lovin Care" has the ability to positively impact children's lives. The benefits include:

- Developing an understanding of healthy, loving relationships
- Building self-esteem
- Fostering a positive sense of identity
- Enhancing resilience

- Cultivating the ability to form healthy adult relationships in the future
- Establishing strong, lasting bonds that extend beyond the home

The Arrangements for seeing family:

During the referral stage, discussions about family time are prioritised to ensure that the home can effectively manage arrangements to facilitate the child's contact with their family and significant others. This is especially crucial when the child lives outside their home county, as specific considerations may need to be addressed during the referral process to ensure the plan can be implemented.

The child will be actively encouraged and fully supported in maintaining contact with parents and siblings, in accordance with the arrangements outlined in their support plan, while taking into account any Contact Orders or Child Protection plans in place.

All family visits will adhere to the agreements made by the Social Worker and clearly outlined in the support plan, including the level of supervision required, the venue, frequency, and type of contact. Whenever possible, these visits will involve structured activities in the community or within the home to engage the family.

Protection of Children

Our approach to the monitoring and surveillance of children

CCTV cameras are strategically positioned in specific areas of the home to enhance the safety of both the children and adults. The installed cameras cover exterior spaces such as side paths, building entrances and exits, as well as the internal adult's room. Copies of footage will only be produced as required for criminal or child protection investigations.

As there are no waking night adults on duty, a motion alarm system is considered essential. This system covers the hallway and landing areas of the home. It is activated by adults retiring to bed at 23:00 or later and remains in operation until 07:00 the following day. When triggered, the system alerts an adult through a buzzer located in the adult sleep-in room. This facilitates regular checks on the children throughout the night, ensuring their safety and well-being, while also addressing the potential risk of a child leaving the house during the night.

Upon a child's arrival, written consent is obtained, and all parties—including the child, parent, and social worker—sign the consent form. A record of this consent is securely stored on Clearcare.

Our approach to behaviour management

Our dedication lies in enhancing each child's understanding of socially acceptable behaviour and fostering a sense of accountability for their actions. Reflective discussions serve to help children identify triggers and explore strategies for managing negative behaviour, aiming to minimize the risk of similar incidents. The adults employ a restorative approach to address behaviour, striving for positive resolutions. We guide children to reflect on their conduct, emotions, and its impact on others, with an emphasis on finding ways to make amends.

Acting as positive guardians, the adults reinforce desirable behaviour through praise, positive feedback, and incentive and reward programs. We establish clear expectations and boundaries, promoting a culture of treating others with dignity and respect.

During house catch-up sessions, a secure space is provided for adults to assist children in navigating group dynamics and resolving conflicts peacefully. Recognizing that children may have limited experience in conflict resolution, the adults provide valuable support to help them develop these essential skills.

Our aim is to cultivate socially astute behaviour in children, enabling them to succeed in various aspects of life. Whether in work, play, friendships, or close relationships, we recognize the need for a broad range of practical and emotional skills to navigate life's journey. Understanding that many of our children may lack positive adult role models, we believe that building unconditional relationships with children can provide a stable foundation, security, and enduring attachments.

We incorporate a method that utilizes rewards, incentives, and consequences to address negative behaviour and foster positive behaviour. This approach is complemented by the use of praise to acknowledge even the smallest achievements, ensuring that the child feels valued and cherished. By emphasizing positive reinforcement, we support the child in developing a positive self-awareness, enabling them to recognize and take pride in their accomplishments, thereby nurturing their self-esteem and self-confidence.

When a consequence is warranted, it is part of a reflective discussion in which the child is involved in the decision-making process, allowing them to learn from the experience.

While adults have the right to press charges if they are assaulted, we encourage, whenever possible, a twenty-four-hour cooling-off period for the affected adults. This period enables a comprehensive debriefing to occur before deciding on pressing charges, providing an opportunity to reflect on the incident and consider its impact on the adult and the child or children involved. We advocate a restorative approach in accordance with our "Involvement of Police" policy, with the overarching goal of minimizing the criminalization of the child wherever possible. We consider alternative consequences to address the child's behaviour as a means of making amends for the situation.

Our approach to physical intervention in relation to children

Prior to a child's arrival at the home, thorough planning is undertaken to understand the child's behaviour and assess the potential risk of significant harm or injury to themselves and others. We also evaluate whether the child's behaviour can be appropriately managed in accordance with our Statement of Purpose. A matching process is employed to consider the potential impact of the child's placement in the home, taking into account overall impact and risk management as we assess the suitability of offering a home to the child. This process may involve gathering comprehensive information from referral documentation and consultations with professionals, previous care providers, and the child, if possible, to enhance our understanding of triggers, early warning signs, and protective factors. This information helps us to develop clear strategies for managing risk.

All "Keeping Me Safe" forms are reviewed on a monthly basis or following a serious incident, triggering the potential implementation of alternative risk management strategies or the consideration of a safety plan.

Provision for adult training and monitoring competency

All adults in the home receive training in behaviour management, which includes the use of physical intervention and restraint techniques that are approved by the Home. Child First utilizes the BILD Accredited PRICE (Protecting Rights in a Caring Environment) method of training and intervention. Furthermore, adults receive specialized training to enhance their understanding of the impact of childhood trauma on attachments and to bolster their resilience and caregiving skills for children with attachment difficulties, thereby ensuring that they are properly trained and supported.

Only adults who have been trained in approved PRICE techniques are authorized to use physical intervention techniques in the home. All adults complete a comprehensive three-day training course that covers the law, breakaway strategies, and physical intervention techniques, with an annual refresher course also being mandatory. PRICE-trained adults are only permitted to use techniques that have been approved by the home, and such techniques must adhere to the PRICE principles. Management conducts a thorough evaluation of all incidents involving the use of physical interventions to ensure that the methods used align with established procedures and trained techniques.

Criteria for using Physical Intervention

Various criteria govern the use of physical intervention, including holding, touching, and physical presence. Restrictive Physical Intervention is employed with the primary goal of safeguarding the child and may only be used when there is a significant risk of harm to the child or others, or when serious damage to property that may cause harm is occurring. Non-restrictive physical interventions, such as touching or physical presence, are less forceful and restrictive and may be utilized to protect children or others from injury, or to prevent damage to property of a less serious nature, such as guiding and escorting a child away from a situation where they may be at risk of further harm. This may also involve limiting a child's movement from one area to another.

Prior to implementing any form of physical intervention as a means of control, adults are required to conduct a risk assessment to determine if it is necessary due to the risk of significant injury to the child or others, or serious damage to property. In this assessment, adults must ensure that the actions or interventions being considered are a last resort, that the injury or damage is likely in the foreseeable future, that the intervention is immediately necessary to prevent significant harm, and that any force or intervention used is the minimum necessary to achieve the objective.

Children may be prevented from leaving the home if they are deemed to be at risk of significant harm in the following situations: sexual exploitation, use of drugs or other illicit substances, or involvement in gang-related activities. Any restriction of the child's liberty will be imposed for the shortest amount of time possible and in response to immediate danger. Additionally, adults will ensure that while recording such incidents, they clearly outline all the steps taken to prevent the need for physically restricting the child's liberty.

Leadership and Management

Child First was first established in 2000 by the Directors. Since then, the service has undergone restructuring and development to align with the evolving needs of local authorities, changes in legislation, and evolving standards of care. Despite this evolution, we have maintained a small, specialized service dedicated to children. Our unwavering commitment is to continually enhance the quality of care we provide, with the primary goal of creating a positive and enduring impact on the lives of the children in our care, enabling them to flourish.

The structure of Child First and The Willows

Directors

Terry Goble (Secretary)
Aimee Ryan Gordon Kelly

Service Manager

Matt Langley – Responsible Individual

Head Office Personnel

Sam Green Human Resources	Tula Rajwani Resource Manager	Nicola Orchard Company Administrator	Shaun Maysey Maintenance Manager
------------------------------	----------------------------------	---	-------------------------------------

Management Team

Sarah Townsend Manager	Clare Jones Manager	Francesca Scotland Manager	Daniel Wilson Manager
---------------------------	------------------------	-------------------------------	--------------------------

Head Office: Oyster House 55a Richmond Road, Worthing, West Sussex, BN11 4AG
Tel: 01903 216161 Email: info@child-first.co.uk

Registered Office: 62 The Street, Rustington, West Sussex, BN16 3NR
Registration No. 4018123

The Willows Adult Team

Responsible Individual

Matt Langley NVQ level 3 Health and Social Care Children and Young People & Diploma Level 5 Leadership & Management, Level 7 Strategic Business Management (Current)

Home Manager

Daniel Wilson Diploma Level 3 Residential Childcare, Level 5 Diploma Leadership and management

Deputy Manager

CM Sociology BA (Honours), Managing Behaviour that Challenges Level 2, Diploma Level 3 Residential Childcare

Senior Adults

JBR Human Development and Family Studies – Child Development Concentration Degree, Psychology Degree, Diploma Level 3 Residential Childcare
SR Diploma Level 3 Residential Childcare
SG Induction (current)

Adults

AO Diploma Level 3 Residential Childcare
TN Diploma Level 3 Residential Childcare
TD Diploma Level 3 Residential Childcare (current)
AC Diploma Level 3 Residential Childcare (current)
SS Induction (Current)

Our arrangements for supervision, training and development

Induction & Training:

We offer a comprehensive induction program for all adults, incorporating the Social Care Induction Standards by the Children's Workforce Development Council and Child First's care structure. The induction aims to familiarise new adults with our ethos, theory, role, responsibilities, and company policies, emphasising the values and standards of care expected of them.

Our robust training program includes mandatory and foundational training to equip adults with the necessary skills for high performance. We collaborate with PACA Learning for training and assessment of adults pursuing Level 3 and 5 Diplomas.

Supervision & Consultation:

We understand the importance of consistent, high-quality supervision in supporting and motivating our adults. Given the demanding nature of the role and the children we care for, effective supervision is vital for meeting performance standards and promoting professional care practices. Adults are encouraged to maintain a reflective diary, facilitating discussions during their supervisions to support their ongoing development.:

Appraisal (Annual review)

Each adult undergoes an annual performance appraisal to objectively review their performance during the appraisal period. The appraisal includes setting plans for achievement in the upcoming period. Feedback from fellow adults, children, families, and professionals is obtained as part of the annual review. The structured appraisal meeting between the manager and the adult facilitates reflection on past performance while discussing future development opportunities.

A description of how the Home promotes appropriate Role Models of both Sexes

We place great significance on the recruitment and retention of adults, with a focus on the ongoing development and skills set of our current adults. Our focus is to continue to attract and appoint diverse and experienced adults to join our home. This will further enhance the quality and skills of the home collectively, providing a valuable and meaningful experience to the children.

We have a good balance of female and male adults in the home providing appropriate role models of both sexes.

Care Planning

We care for children who may display a broad range of social, emotional, behavioural, and special educational needs. The children will often have histories where they may have experienced emotional neglect, sexual and physical abuse, although this

is not exclusive. They may have a poor experience of being parented and have trust issues with adults. The children may display several behaviours that require specialist intervention and support in managing and responding to risk.

Criteria for moving into the home

We outline our criteria for admitting children in our Statement of Purpose, which guides our process for accepting new residents. We carefully assess potential referrals, sharing and discussing them with the Home Manager to determine if further information is needed for a thorough impact and matching assessment. This enables us to make a final decision about offering a potential home.

Before admission, we request a pre-admission risk assessment from the child's social worker to gather key information that informs our impact assessment and initiates the child's initial "keeping me safe from" forms. Whenever feasible, we plan introductions, allowing the child to meet some adults or visit the home to facilitate our understanding of the child and prepare for their move-in. The child's room is prepared with new bedding and towels, and a welcome pack that includes the Children's Guide.

Once the child has moved in, we personalize their room with soft furnishings in a theme and colour scheme chosen by the child. Additionally, we inform the other children about the new resident, helping them prepare to welcome the newcomer to the home.

Moving into the Home

The child will be warmly welcomed by the adults and the home manager. They will be guided through the house and shown their bedroom, receiving assistance from adults to unpack and settle in. The Manager or an adult will personally go through the Children's Guide, discussing rules, routines, expectations, and providing information on how to raise a complaint, while addressing any questions and offering reassurance.

The child's social worker is responsible for providing any relevant LAC paperwork before the move-in day, including signing the homes consent form and boundary agreements. The Social Worker and Manager will collaborate with the child to establish arrangements for seeing family, friends, and important individuals, ensuring that contact details are thoroughly provided.

Essential health information, contacts, and a copy of the LAC Health Plan, along with details of allergies or health needs, must be supplied. Any prescribed medication needs to be handed over and documented in the home. Additionally, a copy of the last PEP should be provided, and education plans should be discussed and agreed upon.

A planning meeting date should be arranged within 7 days of the child's move-in, and the date of the first statutory visit, alongside setting the first Review date within the first 4 weeks. The Manager or an adult will provide a tour of the house, including dining, washing/toilet facilities, and fire drill procedures.

An adult will dedicate time to engage with the child, understanding their preferences, providing support in settling into the home, and ensuring that the child feels valued and welcomed. The Manager or an adult will go through the "keeping me safe from" forms with the child.

Same Day Referrals

Whenever possible, our goal is to facilitate planned moves, allowing for a comprehensive referral, assessment, and matching process. We understand that the partnering authorities may, at times, request same-day referrals for children in need of immediate placement without the typical planning and assessment processes. Our decision to offer a home will be based on ensuring the safe management of the child's impact, taking into account the holistic needs of our current children and aligning with the home's Statement of Purpose criteria for moving in.

In cases of same-day referrals, the decision to accept a child into the home will be made based on referral information and identified risks. This decision will ensure that the child's assessed needs are within the criteria for admission, considering the long-term nature of care and avoiding unsettling situations for the children. The child may move in during the evening or on a weekend, following discussion and agreement between the Placing Authority, Service Manager, and Registered Manager. A planning meeting must be promptly scheduled within 72 hours to initiate the full admission process.

Compiled: 28.7.20

Updated: 22.9.20, 14.10.20, 22.12.20, 4.1.21, 25.1.21, 17.2.21, 2.6.21, 9.7.21, 27.7.21, 18.8.21, 27.8.21, 27.9.21, 13.10.21, 27.10.21, 24.11.21, 5.1.22, 18.3.22, 29.3.22, 29.4.22, 13.5.22, 21.6.22, 21.7.22, 2.2.23, 7.23, 4.8.23, 16.8.23, 31.8.23, 8.11.23, 29.12.23. 04.03.24, 13.03.24