

Benecare Children's Services

'Providing care without compromise'

STATEMENT OF PURPOSE

Woodbridge House

SC401927



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Provider	Benecare Children's Services Ltd
Author	Lauren Walczak (Responsible Individual)

This document is written as a statement of good practice, as required by The Children's Homes (England) Regulations 2015.

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STATEMENT OF PURPOSE FOR WOODBRIDGE HOUSE, SC401927

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INTRODUCTION TO OUR STATEMENT OF PURPOSE

Welcome to our Statement of Purpose. This document aims to provide you with all of the information you need regarding the purpose, and the scope of services at Woodbridge House, Benecare Children's Services Limited.

Our mission statement is to 'provide care without compromise' and we do this by ensuring the highest professional standards of safe and effective care is provided to the children and young people. We make sure that children are at the centre of all we aim to achieve by being as fully involved with their care planning as they can be. The child is at the heart of everything we do, and we will make sure their voice is always heard.

We aim to ensure that every child at Woodbridge House is given the encouragement and support they need to grow, develop, thrive, and achieve in a safe and nurturing environment. As a company we promote positive relationships which is the basis of our approach in supporting children and young people to develop the necessary skills in order to reach their full potential.

1.WHO THE PROVISION CAN ACCOMMODATE

Woodbridge House can accommodate four children and young people of mixed gender, non-binary and within the age range of 8 to 18 years. We have the option to continue a current young person's placement beyond their 18th Birthday, this is subject to specified terms. This decision will be in line with the needs of the individual person and the needs of the other children and young people already in placement.

Woodbridge House may provide care and accommodation for children and young people who have emotional and/or behavioural difficulties (EBD).

Each referral we receive is carefully assessed to determine the overall suitability of the placement and level of risk posed. Ultimately, we will only invite a child to join our home if we are entirely satisfied that we are best placed to meet their needs and to help them thrive. We will consider a number of factors via our matching and impact risk assessment including our current resources, the skill base of our team and the impact on, and fit with, our existing children.

2. OUR ETHOS, AIMS AND OBJECTIVES

Our practice is underpinned by the Children Acts (1989 and 2004), the Children's Home Regulations 2015 and Quality Standards. We believe that every young person is entitled to live in a warm, caring and safe environment where their needs are fully assessed and met. The staff at Woodbridge House will provide care as well as addressing patterns of behaviour through positive and constructive interventions by a skilled and committed staff team. Staff will employ good parenting responses to maintain the safe management of the children/young people whilst allowing them to take measured risks to develop as individuals. Woodbridge's approach is designed to ensure that the children/young people in our care feel safe whilst allowing them to take measured risks to develop as individuals. Children/Young people will be supported to make positive choices and therefore access services who will address their needs and behaviours that has led them to be looked after. Staff will always explore with the young people why they have come to live at Woodbridge House.

Our ethos at Woodbridge House is to create an environment where children and young people can develop the skills to sustain positive relationships and secure attachments, based on building trust, providing a high standard of care and support, listening to children's views, wishes and feelings and ensuring they are central to the planning of their own care as well as the running of the home. We also act as advocates for children/

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young people ensuring that when their needs are not being met, we challenge professionals to ensure that the children/young people have the best care they deserve.

Woodbridge House's aim is to maintain a 'Safeguarding Culture'. We recognise that safeguarding children can be challenging and overwhelming at times and if the right support is not given to employees this can affect their wellbeing.

We support all staff to understand their responsibility of safeguarding and whistleblowing by providing regular face to face and online training. We promote an open and honest environment where staff and children/young people alike feel confident to be able to communicate any concerns or queries, they have relating to safeguarding. This is based on their knowledge of what constitutes as safeguarding, what their responsibility is to report it and the confidence that their concern will be listened to and dealt with accordingly.

(Section 18, Protection of Children provides more information about Safeguarding)

We also aim to help support children/young people to be able to voice their views, have input to their care planning and be able to develop their own ability to be responsible for their decisions and actions.

Every child/young person is supported with positive behaviour and building positive relationships. In addition to this, if children require therapeutic support with their emotional wellbeing, we will liaise with external services such as CYPMHS and where appropriate independent child and adolescent therapists.

Woodbridge House's Strengths and Values will include:

- Safeguarding is at the forefront of our daily working practice.
- Advocating for children.
- Placement stability based on the good matching and impact assessment of children/young people.
- Building positive relationships based on trust and creating secure attachments.
- Supporting children/ young people to make their own decisions and be fully involved with their care planning.
- Building excellent working relationships with professionals, supporting the child as well as parents and other family members.
- Evidencing and celebrating each child's progress, development, achievements, and talents.
- Supporting children/young people to engage in education provisions that suit their individual needs and re-integrating children /young people back into education after a break in learning.
- Supporting children to engage with therapy and other external services to support their emotional wellbeing.
- Reducing risk taking behaviour via robust care planning and risk management.
- Ensuring children/young people are consulted in all areas of the running of the home and their opinions are listened to and included in the home's development plans.
- Using physical intervention as a last resort by knowing how to support the child in order to express how they are feeling appropriately.
- Providing a consistency of adult care to children/young people.
- Supporting young people who are leaving the home, whether this be moving back to family, stepping into fostering or leaving when they are 18.
- Promoting equality and diversity and challenging any discrimination.
- Promoting children's rights and encouraging them to value the beliefs of others.

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3. ABOUT OUR HOME

Woodbridge House is a large and spacious house that is situated in the small coastal town of Whitstable. We are fortunate to live within a quiet residential area that is situated not far from all local amenities and various leisure facilities. We live within walking distance of the local amenities such as shops, cafes, restaurants, and various leisure facilities including, gym, swimming pool, bowling alley and riding centres. Our local park also provides outdoor equipment for the young people to enjoy.

Our children/ young people benefit from having access to various coastal walks and beaches which provide a calming and relaxed environment. Whitstable is well known for its lovely beaches and seaside town, there is lots to do in summer months and we are a 5-10 minute walk from the sea side! Our home has lots of indoor and outdoor games and we all love cooking and baking with the children, we provide a fun and friendly environment for the children/young people to live in.

We offer experiences that you would expect to find in an ordinary family home, these may be adapted due to the regulations and the needs of the children and young people. Within Whitstable there are several operations in place to protect children/young people who are at risk including a local Missing Children Exploitation Team (MCET) who work alongside Woodbridge House when any missing episodes occur.

Woodbridge House has a fitness of location review in place which highlights all local risks to the home and has a risk management strategy for each risk. Children, /young people adults working in the home and outside agencies have been consulted on the locality risks. In September 2022, the local Police have had input to this fitness of location review and the risks they have shared with Woodbridge House have been added to this document with risk management plans. The fitness of location review will be assessed when new children come to the home and is reviewed in line with local risks and the children's behaviours and support needs. A copy is available upon request.

Message from the team;

We have such homely /family environment to work in we love working here, we have loved seeing the progress made by our young people.

Message from the children;

I have made so much progress since coming to the home, the staff team are amazing and have supported me back into school and making friends locally.

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Woodbridge House provides the following accommodation:

Ground Floor
Spacious (entertainment) lounge with games, TV. Games room with arts and crafts. Downstairs toilet and shower room. Home office. Kitchen Dinner. Utility room.
First Floor
Four Children's bedrooms. Two Adults bedrooms. Large shower room with walk in shower. Bathroom with a bath. Individual toilet.
Garden
Large garden with off road parking. Outdoor summer house

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Pictures of the home:



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4.SUPPORTING THE CULTURAL, LINGUISTIC, AND RELIGIOUS NEEDS OF CHILDREN

To support the children's/young people cultural needs, we liaise with all appropriate partners such as social workers, parents, family and friends and also speak to the child/young person themselves to identify, and address their cultural, linguistic, and religious needs. This information is then recorded in the child's placement plan and the information is used to ensure that a consistent, reasonable, and appropriate response to the children's and young people's individual needs is maintained.

At Woodbridge House we have a yearly cultural and awareness days calendar, and we celebrate different religions and awareness days. The children/young people are supported to identify what religions and awareness days they wish to celebrate, and we will schedule activities to develop their knowledge. Activities could include visiting a local church or place of religion, cooking different foods from around the world, learning facts about different religions. We will always support the children to learn about the history of the religion or awareness day they have chosen to explore in weekly meetings.

Places of worship for the major world religions are available locally, but where they are not, provision is made for a child and young person to have appropriate access to necessary facilities.

We have a working relationship with our local Church, Saint Alphege Whitstable and the children will be supported and encouraged to visit the church for religious events.

We believe that each young person in our care has the fundamental right to:

- Be regarded as an individual.
- Be cared for by people who can understand their needs.
- Be treated equally.
- Receive respect and understanding regarding e.g., cultural, religious and spiritual beliefs.
- Receive an education which enhances life prospects in every respect.
- Receive prompt attention in relation to all healthcare needs.
- Be informed about all important decisions that affects the residents and to have a say.
- Be afforded privacy for each resident and his/her belongings.
- Have the opportunity to think independently and make his/her own choices.
- Complain about anything that is felt to be unfair or unjust and to have that.
- complaint listened and responded to.
- Develop and nurture lasting friendships and contacts within and outside the Responding to the cultural needs of children from different ethnic, cultural or language groups to include them fully in what we do.
- Race equality, diversity and inclusion for children accommodated in the home and adults that work there.
- Challenging racism, prejudice, extremism, and radicalisation.
- Seeking opportunities to celebrate cultural and ethnic diversity.
- Supporting access to all community facilities for ethnic minority children.
- Seeking opportunities to work with different community groups.
- Identifying areas for development within the staff team that will support inclusion, equality, and diversity.

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- Maintaining networks of collaborative support for children as necessary and appropriate.
- Supporting children to attend religious services, or receive religious instruction on or off the premises, in response to their needs and wishes, given their age, stage and understanding.
- Facilitating religious or cultural requirements, including any specific dietary, toiletry, or attire requirements.
- Promoting theme nights, cultural and awareness days and involving the young people with charity and volunteer.

Faith establishments **All saints church.**

Church Street, Whitstable CT5 1PG

01227 275947

allsaintswhitstable.com

St. John's Methodist Church

Argyle Road, Whitstable CT5 1JS · ~5.2 mi

01227273725

stjohnsmethodistwhitstable.org.uk

canterbury mosque (Muslim)

1 Giles Lane, Canterbury CT2 7LT

07484647452

canterburymosque.co.uk

5. EDUCATION

Benecare is not a registered education provider, we do however work in close partnership with the local authority and Virtual Schools to identify suitable education provisions in the area local to the home. We have excellent working relationships with local schools and education provisions which helps us identify the right education placement for the children and young people.

Our aim is for children and young people to engage in full-time education, and the adults in the home will actively encourage the children and young people to achieve this. We are able to provide tutoring within the fee for up to 6 hours per week.

We understand that some children/young people who come to live with us may not have had the structure of formal education and/or may have had disruption in their education. Each child/ young person has an education support plan, and this will link to the child's Personal Education Plan (PEP) and Education Health Care Plan (EHCP). For all new children coming into the home, we request relevant information from their

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social worker and previous school to gain knowledge of the child's educational support needs and key stage levels.

The staff team understand that any transition into a new school or any form of education may be daunting to a young person, therefore the staff team ensure that there is a structured transition plan to support the young person, considering their emotional needs.

Whilst the formal transition is in process, we support the child/young person to engage in some form of education, the team in the home liaise with the school the young person is enrolled at to gain work to be completed in the home. If they are not enrolled at a school we liaise with Virtual Schools and the local authority to identify appropriate tutoring or a different education provision that would suit the child's talents, interests, and support needs.

Woodbridge House has a laptop with internet facilities available to the children and young people, as well as educational books and DVD's to support them with their education and homework. A staff member is always available to support children during education hours, and we can transport children/young people to and from school where required. Children aged between 16 and 18 will be supported and actively encouraged to attend further education, training, employment, or an apprenticeship.

Local schools

Whitstable school

26 Clifford Road, Whitstable CT5 1PX [01227931300](tel:01227931300)

thewhitstableschool.org.uk

Age range: 11 – 18

school type: Academy Converter

Gender: Mixed

Queen Elizabeth's Grammar

Abbey Place, Faversham (+44)1795 533132

office@queenelizabeths.kent.sch.uk

Joy lane primary

Joy Lane, Whitstable CT5 4LT.

[01227261430](tel:01227261430) joylane.kent.sch.uk

6. CHILDREN'S HEALTH

When a child/ young person comes to live at the home, we will ensure that they are registered with the local GP, Dentist and Opticians. Children and young people are encouraged to attend regular appointments as and when required.

The staff team also ensure that children and young people receive annual Looked After Child (LAC) Assessments, and this is cross referenced to the child's health care plan with scheduled targets set. All staff are trained in the administration of first aid as part of mandatory training. All health matters will be referred to professionals to be assessed; staff support children/young people to access health services. Every health concern, appointment and outcome are recorded on the child's health record logs, and social workers and parents are updated with this information.

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The staff team act as chaperones to young people and children who require support in attending health appointments. Where possible and appropriate, children and young people will be supported to book and attend appointments independently when needed.

Woodbridge House has a health and nutrition champion who supports our young people with healthy eating. The team in the home keeps up to date with the current guidance on health issues including diet, sexual health and emotional wellbeing. Key workings will take place with the children in order to educate them on how to lead healthy lifestyles.

We understand that some young people may already smoke, however this is discouraged at Woodbridge House and smoking cessation will proactively be encouraged by the staff team. We have a gym/exercise room in the home and have a specially trained staff member who supports the children with exercise. There is also a local gym and children/young people can join this to motivate them with their fitness and health.

We monitor and record details of the overall health and wellbeing of the young people, we support the children with the following:

- Health history (past illness, operations, vaccinations, immunisations, allergies, developmental milestones, prescribed medications, current treatments).
- Diet including cooking and menu planning (any cultural dietary needs will be taken into consideration).
- Exercise and keeping fit.
- Teaching children how to cook and eat healthy, achieving their five a day healthy eating.
- Life Story work.
- Regular menu consultations.
- Dental Care.
- Optical Care.
- Sexual Health Care.
- Side effects of any medication.
- Managing smoking and substance misuse.

We use the support of external services such as dieticians, Sensory assessments, Speech and Language, CYPMHS and therapists to support children/young people with their physical, psychological, and emotional health. When a young person is preparing for their independence where practicably possible; support will be always available to young people should it be required.

7. ENJOYMENT AND ACHIEVEMENT

We recognise the value and importance of enjoyment and achievement. This means supporting children to maintain existing interests and to encourage them to experience new leisure activities and hobbies. We promote a positive cultural identity and belief system, as well as providing opportunities to explore other options and activities (in a neutral, non-partisan way).

To achieve the above all staff at the home:

- Place the child at the centre of all they do.
- Ensure that a culture of valuing the importance of education is maintained throughout the home, this being key to securing positive outcomes and further developing the children's understanding and place in the world around them and essentially, the opportunities that may be afforded to them.

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- Respond positively to any specific cultural needs, matters relating to personal identity or issues that may exist for children/young people and families from different ethnic, cultural, social or language groups to raise personal achievement and educational attainment, all of which will pave the way for improving overall outcomes and life chances.
- Will not discriminate in any way against race or ethnicity, religious belief systems or spirituality, as well as other protected characteristics. However, radical or extremist views will be challenged, and appropriate measures will be used to tackle such instances, as appropriate.
- Value and uphold the established virtues of equality and diversity in accordance with our Equality and Diversity Policy.

We support:

- Full access to appropriate recreational and leisure facilities for all children/young people.
- Opportunities to better meet the needs of children from ethnic minorities or diverse cultural backgrounds with appropriate support, guidance, and encouragement.
- Initiatives to improve attainment and opportunity gaps for all children.
- Children/young people in accessing services required to enjoy, learn, and achieve.
- Ensuring that children are supported to conform to appropriate religious obligations or rites, attending church or mosque for example, without prejudice.

Local activities

Whitstable sports centre

Bellevue Rd, Whitstable CT5 1PX ·

[01227 274394](tel:01227274394)

Active Life at Whitstable Swimming Pool & Sports Centre

Tower Parade, Whitstable CT5 2BJ ·

[01227 772442](tel:01227772442)

Hérons Leisure Centre

William Street, Herne Bay CT6 5NX · ~9.2 mi

[01227 742102](tel:01227742102)

Dance Whitstable

1 Grimshill Road, Whitstable CT5 4LH.

[07927009804](tel:07927009804)

PLYR Football Academy

3G Bellevue Road, Whitstable CT5 1PX.

plyrfa.com

1st Whitstable Beavers Cubs & Scouts

Acton Road ·

1stwhitstable.org.uk

Canterbury leisure (Bowling)

3 Simmonds Road wincheap

Canterbury ct11 3RA

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8. LEADERSHIP AND MANAGEMENT

Registered Provider:

Benecare Children's Services Ltd

Managing Director:

Stephen Richmond

CQSW. DIP SS. BA (HONS)

The Thatch, Stockers Hill, Boughton-Under-Blean, Faversham, Kent. ME13 9AB

Tel: 01227 751783

E-mail: sr@benecareltd.co.uk

Responsible Individual:

Lauren Walczak

The Thatch, Stockers Hill, Boughton-Under-Blean, Faversham, Kent. ME13 9AB

Tel: 07495 208186

E-mail: lauren@benecareltd.co.uk

Qualifications and experience of Responsible Individual:

Lauren studied Public Service Management at Canterbury College where she achieved a Merit at Higher National Diploma Level and then went on to achieve a 2:1 BA Hons. After finishing university, Lauren started a career with Kent Police as a Detention Officer working with people who displayed severe challenging behaviours in the custody suite. Working for Kent Police taught Lauren how to manage challenging behaviours including verbal abuse, physical aggression and dealing with people who had committed severe crimes and had high risk warnings.

Lauren began working for Benecare in January 2014, having been the Registered Manager of a sister home from 2017. Lauren achieved consecutive Ofsted grading of "Good" for the home. In October 2020 Lauren became Benecare's Responsible Individual for Benecare's portfolio of homes. Lauren brings a passion to Benecare for ensuring our children receive the best care and outcomes possible.

Registered Manager Statement:

Steve Munn

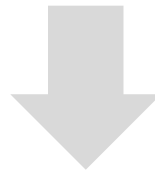
I have been working in residential childcare settings since 1991, I spent nearly 24 years working for St. Christopher fellowship in London, I spent 10.5 years working within therapeutic children's working alongside the Tavistock and portman clinics working with children who suffered severe neglect and abuse. When the home closed, I was team leader, at this point I did some voluntary work with the Thomas coram foundation working with care leavers as I had not worked with adolescents before. Then I became senior in a children's home working with 13 to 18 years who all were EDB and gang, CSE, self-harm type of behaviours. I became a Deputy manager but within the role which was for around 6 years I had long periods of stepping up into the interim manager position before becoming the homes registered manager. After leaving St. Christophers I have successfully run 3 other children's homes which have all had overall GOOD Ofsted inspections of which 2 homes were brand new homes which I successfully opened up with a new staff team.

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9. WOODBIDGE HOUSE STAFFING STRUCTURE, QUALIFICATIONS AND EXPERIENCE

Responsible individual – Lauren Walczak



Registered Manager – Steve Munn



Deputy Manager – Karen Witham



Senior Residential Support Worker – Rosie Elliot, Juliet Okwuonu, Nicole Cleary

Residential Support Worker – Adrian Sharpe, Bella brook, Michelle Mansi, Amy Foad

Steve Munn	Registered Manager	Diploma level 5: leadership and management NVQ level 4: in management NVQ level 4: children and young people	I worked within children's homes since 1990, I worked for St. Christopher fellowship for just over 24 years. In this period of employment, with SCF I worked in: A 8 bedded Therapeutic children's homeworking in partnership with the Tavistock and portman clinics with children aged 6 to 12. A short assessment home for 6 young people aged to 13 to 16 and an 8 bedded Medium
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		NVQ level 3: children and young people. D32 assessor award. Safer recruitment Safeguarding lead level 3	Term home for 12-to-16-year old's Within this period I have held the following positions, waking, RSW, senior, Team leader, Deputy Manager and Registered Manager. I have managed homes since leaving St. Christopher's which mainly for young people with complex needs, gangs, CSE, ADHD and PDA. My last Registered Managers position before coming to Woodbridge House, was that i successfully opened a new home for 13-to-18-year old's which I managed for 4 years, and the home had 3 Ofsted inspections in that period which all rated as Good.
Karen Witham	Deputy Manager	Level 4 Diploma in Children and Young Adult Work Force Children's Residential Homes. NCFE Level 2 Mental Health. Awareness NCFE Level 2 Medication Administration.	I have over 20 years' experience in the care sector. I have worked with Benecare for over 13 years. Prior to this I worked at Bradstow School which is a severe learning disability boarding school. Before working in the care sector, I used to be a Hairdresser, but I always knew I wanted to work for the care industry and began my first care work as a night attendant at Bradstow School. I have completed my NVQ 3 in Working with Children and Young People with learning disabilities and have completed my NVQ 4 in Health and Social Care. I have completed lots of online and face to face training that has been sourced for the company and will apply the knowledge learnt to my working practice. I have good knowledge of shift leading and completing supervisions and appraisals. I am the E-Safety Champion and deliver lots of key workings and presentations in the monthly staff meetings relating to this subject.
Rosie Elliot	SRSW	NVQ 3 in Children and Young Peoples Workforce	I have worked with young people and children for 10 years. I have worked as a one to support in a primary school and have been shift lead for a children's home for a few years. I have worked as a nanny also and I have got a lot of experience with Children and young people. I feel like all is going good with the young people in the home and they are settled. It's been interesting building up relationship with all the young people If a child or young person that comes into the home with specific difficulties such as sexualised behaviour or self-harm or anything the child or young person has gone through. I am very good at listening to the young people and advising them if needed.
Juliet Okwuonu	SRSW	Currently working towards her Diploma	I have previously worked with children in residential home that have been through different types of trauma and have different types of mental health and

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		Level 3 children and young people.	behavioral challenges. Juliet wants to make a difference in the next generations life. She feels every child has a potential to be great and wants to be able to encourage them to shine to the full potential.
Nicole Cleary	SRSW	Working towards Diploma Level 3 children and young people NCFE Medication Level 2 Diploma Level 3 in NNEB BAED Grade R	I have extensive experience of working in healthcare with vulnerable adults across different settings (care home and brain injury rehabilitation). While I have little experience of working with children in comparison to adults, I feel that many of the skills I have developed in this line of work are transferable. Having worked with vulnerable adults, I already have an understanding of the fundamentals of care such as safeguarding, promoting independence and multi-disciplinary/agency working. These are equally as important in childcare as in adult care, and therefore I am confident that I can provide a safe and engaging environment for young people. Through my previous work, I have developed the ability to quickly build a rapport with individuals, providing a safe space for them to share their honest thoughts and feelings.
Adrian Sharpe	RSW	NVQ Level 3 Health and Social Care Medication Level 2	I have worked in children's residential care since 2007. My approach is calm, and I endeavour to build strong relationships with the children/young people, and support less experienced staff to do the same. For me, relationships are the key ingredient of the role. Much of this belief comes from my early years in the role where I worked, for 5 years at Thornaby Hall in Northamptonshire. This house, home to anywhere between 15 and 20 children, was heavily based on psychodynamic therapy. In addition to working as a residential care worker, I have also worked as a primary school teacher and, as such, understand the education system. I am a firm believer in education and will always do my utmost to coax children to achieve their potential, often helping with homework and encouraging attendance.
Bella Brook	RSW	Has completed 2 years of a criminology degree. A psychology and a in health and social care.	This is my first permanent full job working with young people. Have done volunteering with Kasper fostering agency which has lead me to come and work at Woodbridge house. I want to able to a make difference to young people and I

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			feel I have a lot offer the home as I am young and local to the home.
RSW	Amy Foad	RSW	My previous role was working in a prison service looking after complex and challenging adults. I have wanted to work with young people and I am really pleased to be given the opportunity learn skills and help young people reach there goals in life.
RSW	Michelle Mansi	RSW	I have worked young people who have experienced DV and abuse. I have worked young people have struggled with self-esteem, self harm & unhealthy relationships. I managed a nursery at refuge working with 5-11 yr olds. My passion is working and making positive changes while supporting young people.

10. TRAINING

We ensure that all adults have regular face to face and online training in accordance with the homes Training Matrix Requirements. This includes mandatory training, training in line with current themes, patterns, and trends, and also in relation to each child's/young person's needs.

The company ensure an initial four-week induction period which is followed by a three month and then six-month probation review. Mandatory training available to all staff includes (this list is not exhaustive and for a full list of training and qualifications our training matrix is available upon request):

- PRICE training (Physical Intervention)
- NVQ – Children and Young People Practitioner Level 3-5
- Medication Awareness and Safe Handling of Medicines
- Medication Competency Test
- Whistleblowing
- Safeguarding
- Fire Safety Awareness
- Food Safety Awareness
- First Aid
- Health and Safety
- GDPR – Core for Staff

All training is provided by an appropriately accredited organisation or individuals. Each member of staff has a training profile and a training development plan to ensure continuous professional development. Training needs are reviewed monthly according to the needs of the children and young people. The home also has access to specialist training to ensure that adults are able to meet the needs of the young people that may be outside their normal training and experience.

All staff are enrolled on the Diploma Level 3/5 in Children and Young Adult Work Force Children's Residential Home, after completion of induction training and successfully completing their probation period.

Bespoke Training

We commission bespoke training for the homes and use accredited organisations and or individuals.

Staff supervision, appraisals, and team meetings

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Supervision

The objective of supervision is to monitor individual performance against identified standards, support adults in their day-to-day work and develop them within their role. Supervisions are child focused where the children's/young people's development, support needs, and targets are discussed, and within each discussion there is reflection on safeguarding and any concerns the staff member may have relating to their job role. Supervisees have 'supervision, appraisals and managing staff' training and can offer advice, guidance and identify training and development opportunities for each staff member.

Supervision is completed every two weeks for adults within the three-month probation, and then every six to eight weeks thereafter. *Please see Benecare's Policy and Procedure 'Staff Supervision and Appraisal (Performance Management)' for more information.*

Types of Supervision;

Safeguarding Supervision

Within our supervision agenda includes 'Safeguarding' and we believe that regularly discussing safeguarding within supervision brings many benefits including, improving the staff members confidence in safeguarding practice, opportunities to learn from experiences and develop on better working practices, a chance for professionals to seek emotional support and also a chance for employees to share any concerns that could lead to potential safeguarding matters if not identified early.

It's the supervisor's role to ensure that staff are being supported emotionally so that their safeguarding responsibilities can be completed.

Adhoc Supervision

In between scheduled supervisions there is the opportunity for the staffing group to ask for additional supervision. There may also be times that the manager feels an additional supervision is required. This will be recorded on an adhoc supervision record template and will be additional to the scheduled supervisions.

Debrief Supervision

After an incident takes place there will be a debrief completed with the staff member, this is then recorded on a debrief template and is a chance for the staff member to reflect on the incident with their line manager.

Clinical Supervision

We offer clinical supervision to our staff teams via a trained psychotherapist, this can be group supervision where we focus on case formulation of one of our young people. We can also offer one to one supervision for our staff teams who require additional support.

Appraisals

The aim of appraisals for staff is to have their general work performance formally evaluated in the context of the home's requirements, for staff personal and career development, to receive a formal evaluation and

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feedback of work performance, and to plan future training needs. We use a 360 degrees approach during appraisal and collate feedback from the children, the team, and other professionals, relating to the staff members performance.

Supervision and appraisals are used to enhance professional development and reflect on safeguarding strategies and is always practised in a non-oppressive and non-discriminatory manner.

Staff receive a three-month probation review which is recorded in supervision, and a six month probation review in the form of an appraisal, where they will either be signed off on their probation period or given an extension based on performance. Appraisals take place annually.

Team Meetings

Where possible our team meetings are held monthly, the team meetings are child focused and each month we discuss each child's progress, development, targets, health, and plan any future support plans for them. We focus on safeguarding, regulation 44, Ofsted and research informed practice.

11. SKILLS AND COMPETENCIES OF THE TEAM

Woodbridge House staff team have support to develop their skills and competencies by completing face to face and online training, workshops and engagement with scenarios which are observed by managers and senior staff. Feedback and support are provided to each staff member in supervisions and team meetings.

The feedback will include discussions about the staff members knowledge of managing different scenarios and any shortfalls will be addressed with further training or support from line managers. This is to ensure the staff members are fully aware of the homes policies and procedures, risk assessments, children's placement plans and relevant children/young people's regulations. We feedback on any observations, helping the staff member learn and grow. Where good practice is noted, staff receive good work recognition letters.

We assess the skills and competencies of each staff member by using a baseline assessment tool, and we then link the targets from this to supervisions where further training and support is scheduled.

Woodbridge House will always endeavour to ensure the team are consistent and have built relationships with the young people. For particular periods where they may be shortfalls like sickness, the home manager will try and look for 'Benecare' staff to support, as they will have the desirable level of training expected to work with Children and Young People. At times when it is not possible to find Benecare's own staff, we may consider agency, however we will ensure that we have an agency profile, and the Agency is able to demonstrate that their staff have been recruited in line with safer recruitment and Schedule 2.

Adults at Woodbridge House have a range of skills in relation to below:

- Safeguarding.
- Risk Management.
- Advocating for Children.
- Supporting Children to Make Complaints.
- Placement Stability.
- Communication and Listening.

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- Supporting the Child's Voice to be Heard.
- Partnership Working.
- Promoting Children's Rights.
- Inclusion.
- Supporting Children with Education.
- Creating Positive Relationships.
- Staff Consistency.
- Low use of Physical Intervention.

Each staff member also has their own champion role which they are trained for, this ranges from Safeguarding to eating disorders. Each staff member will have a responsibility to maintain research relating to their champion role and will complete direct work with the children/young people via key workings and children's meetings relating to their topic. We have framed photos of each staff member with their champion role displayed in the home for the children to know who they can speak to about a certain topic, such as bullying.

Each month a staff member will deliver a presentation in the team meeting relating to their champion role to enhance everyone's knowledge of current trends relating to the topic, and ways we can support the children. We sometimes link this to the current themes, patterns, and behaviours of the home. For example, if it has been highlighted in the manager's quality assurance that children have not been eating healthily or regularly exercising, we would ask the healthy eating champion to complete some work with the children around this matter and to discuss this in the team meeting via a presentation or group discussion.

12 ADMISSIONS

All referrals of children are considered for matching via our matching and impact risk assessment tool. As much information as possible is always requested to enable to manager to assess the highlighted needs of the referred child, and to evaluate and match the placement to the needs of the child already accommodated. The matching and impact assessment also considers the skill set of the staff team, making sure they are experienced to deal with the child's known risks and behaviours' and specific training is sought to equip the staff team when necessary.

Emergency/same day placements:

Woodbridge House will consider referrals for emergency/same day admissions and a full matching and impact risk assessment will be completed as per the process for all referral admissions. The majority of our placements are planned, however where there are no adverse implications for the current residential client group we can accept emergency/same day admissions based on the information provided and successful matching and impact assessment outcomes.

Admissions process:

The admissions process is as follows:

- Initial enquiries for referrals made by local authorities should be made to Head Office Benecare Ltd, The Thatch, Stockers Hill, Boughton-Under-Blean, Faversham, Kent. ME13 9AB. Tel: 01227 751783. E-mail headoffice@benecareltd.co.uk
- Head Office then passes the information to the Registered Manager of the home that potentially fits with the needs and requirements of the referral, the referral is also copied to the Responsible Individual for oversight.

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- If the Registered Manager feels the placement is suitable then they will discuss this with the Responsible Individual for possible matching and impact assessment to take place.
- If a planned placement, it will be arranged for the young person to visit the home with support from their social worker and or current placement, foster family or birth family. This may include an overnight stay if possible.
- When visiting the home children will be given a copy of the young person's guide and our home expectations will be discussed with the child.
- Current children in placement will be encouraged to meet the child visiting so we can assess social interaction, and so the children can get to know each other and feel comfortable.
- Visits to the home will form part of the matching and impact assessment.
- Where visits are not possible to the home we will offer to go and visit the child to ensure we have a chance to meet the child and they have a chance to meet us too. If this is not possible then we will complete further consultation with the social worker and supporting professionals and family members to gain additional information about the child, which will count towards our matching and admissions process. A clear record of why we have not been able to meet the child before placement will be recorded on the matching and impact risk assessment.
- Upon placement acceptance, the matching and impact assessment will be completed by the Registered Manager and signed off by the Responsible Individual. Following admission to placement, a placement planning meeting is arranged where professionals get together to discuss the needs of the child and placement plans will be put together. This will take place within 72 hours of placement commencing. We have our own agenda for this meeting based on the children's quality standards, and we ensure that all discussions and risk management strategies are recorded in the child's placement plan, behaviour support plans and risk assessments.

Emergency Departures:

We will make every effort to maintain placements and meet each child's needs but where this is not achievable, we will consider seeking the closure of a placement and a child moving on as soon as possible. This only occurs where we feel the child, other children in placement, or staff, are in immediate risk of harm if the placement continues.

The decision to close a placement is made by the Registered Manager in consultation with the Responsible Individual for Benecare.

Placement closures must also be agreed with the local authority and a clear plan is to be put into place to ensure the child has a new placement to go to. Where this cannot be achieved within 24 hours children will be supported to remain in the home with additional support and plans in place to ensure all parties are kept safe.

The Registered Manager reviews the placement closure by completing Benecare's Lessons Learnt document.

13. CONTACT ARRANGEMENTS BETWEEN CHILDREN AND THEIR FAMILY AND FRIENDS

We actively promote and support arrangements for communication between young people and significant members of their family and friends. At the placement agreement meeting a list of permitted visits and the level of supervision required are agreed. This will be added to the child's/young person's placement plan and risk assessments. Arrangements are reviewed at statutory reviews or as deemed necessary.

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We facilitate visits between family and friends and a room will be made available. Activities can also be arranged, and this will be based on how the child would like their visit to look. We only ensure that visits take place to the home if it is safe to do so for the young person, their family, staff and other children/young people in the home. Where possible we schedule for the child's/ young person's key worker to be on shift during visits and contact sessions so they can discuss the young person's progress and update family and friends on any information required.

Children and young people can have private access (where appropriate) to a telephone and can send and receive mail in accordance with their placement plan. For those children who do not have contact or support from their family, Woodbridge House will explore the child/young person having the option of regular visits from an independent visitor or advocate if this is what the child wishes.

We understand that upcoming visits from family and friends can be worrying for children/young people, so we complete pre contact key workings to see how the child is feeling and offer a support plan to them. We may need to share how the child is feeling with their social worker and family or friends to ensure that everyone knows how to support the child in the way that they require. We then complete post contact key working to check how the child is feeling and to ascertain whether there is any further support they need. We can facilitate contact out of area and have supported contact at selected activity centres such as zoos.

We actively promote children /young people seeing their friends and ensure a risk assessment is in place to support the child with any time away from the home seeing friends or when having overnight stays when agreed. We encourage, where appropriate, friends to visit the home and the benefit of having such a large house is that there are two lounges to choose from so children can have some nice quality time with friends. We monitor children and their friends when required and contact is only permitted in the main areas of the home and not in the children's/young people's bedrooms.

14 COMPLAINTS PROCEDURE

On arrival, all children are given the 'Children's Guide'/young people's which contains information on how to comment upon or complain about the care they are receiving. Each child's key worker goes through the Children's /young people's Guide with them, ensuring the complaints procedure is understood. In addition, children's rights and advocacy are discussed, along with the contact details of relevant persons or agencies such as Childline.

There is a complaints folder within Woodbridge House which contains Benecare's complaints policy and the local authorities' complaints procedure, with blank complaint forms for the young person to access at any time. Staff will, as far as is possible and/or appropriate, considering their safety, respect the confidentiality of the young person.

Children have access to a complaints folder at Woodbridge House which includes. The children will be asked regularly in the children's meetings if they wish to make a complaint.

All complaints are treated very seriously:

- All correspondence will be copied to the social worker, Independent Reviewing Officer, and other person(s) where appropriate.

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- Our Complaints Process is explained within the young person's complaints forms. These are freely available to the children throughout the home to support those wishing to make a complaint.
- Children wishing to complain have a range of options. They can complain to their Social Worker, Independent Reviewing Officer, Registered Manager, Advocate, Independent Visitor or whomever the child wishes to.
- We ensure that children have access to a phone if they need to make a private phone call (with appropriate numbers of various organisations available (see below)).
- In the case of a serious complaint, Ofsted will be notified in accordance with Regulation 40 of the Children's Homes Regulations 2015.

Advocacy service

0808 164 0096

<https://ylf.org.uk>

Children's Commissioner Help at Hand

0800 5280731

<https://www.childrenscommissioner.gov.uk/help-at-hand/>

Childline

0800 1111

<https://www.childline.org.uk>

Ofsted

0300 123 1231

<https://www.gov.uk/government/organisations/ofsted>

15 ACCESS TO CHILD PROTECTION POLICIES

As with children's/young people's complaints, we treat external complaints very seriously. If a professional, parent of a young person or a member of the public wish to make a complaint then they can speak with the Home Manager. If they feel that they would like to discuss the complaint with someone outside of the home, they are able to contact one of the following via email;

Lauren Walczak – Responsible Individual for Benecare Children's Services – Lauren@benecareltd.co.uk

Ofsted – Regulating body – enquiries@ofsted.co.uk

Benecare Ltd has robust, comprehensive, and carefully implemented policies, these are available to all stakeholders. We aim to ensure that support and clarification is readily available to adults and children/young people who experience difficulties in accessing our policies.

Our policies provide advice, guidance, and direction for staff. They aim to be informative, with clear instruction on what action is to be taken, when, how, and by whom.

All policies relating to this home are:

- Written in a clear and easily understandable way.
- Publicised, promoted and distributed to the relevant and appropriate persons and organisations, as well as partners and individuals as is appropriate and necessary.
- Mandatory for staff and volunteers.
- Available upon request at the staff office in hardcopy format, and for distribution via email, in Portable Document Format (PDF).
- Kept under review.

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- Benecare Ltd.'s policies and procedures can be accessed any time on the internet via Tri-X on <https://www.proceduresonline.com/benecare/contents.html>

Key child protection ('The Protection of Children') and related policies:

- Relationships and Physical Contact with Children Policy
- Recognising Abuse and Neglect Procedure
- Referring Safeguarding Concerns Policy
- Countering Bullying Policy
- Safeguarding Children and Young People from Sexual Exploitation Policy
- First Aid, Home Remedies and Medication Policy
- Missing Children Policy
- Safeguarding Children and Young People from Radicalisation and Extremism Policy
- Recruitment and Selection Procedure
- Safeguarding Handbook
- E-Safety Policy
- Fire Safety Procedure
- Whistleblowing Policy

Key behaviour management ('Positive Relationships') policies:

Our behaviour management policies are based upon the need to establish positive relationships within the home and wider community.

We have a separate Physical Intervention Policy. The policy emphasises the use of physical intervention as a last resort, and not a behaviour management technique. Woodbridge House staff team are trained in the PRICE model of physical intervention; this focuses on 95% de-escalation to support children and young people with displayed behaviours. We understand that de-escalation of behaviours is not always possible and therefore the remaining 5% is for the use of physical intervention, but only as a last resort.

Child Protection:

The staff team are given yearly face to face training in Safeguarding, Whistleblowing and Child Sexual Exploitation. Each child has a CSE toolkit in place and any risks highlighted will generate a CSE risk assessment which all adults will follow. We ensure that all vulnerability risk assessments are shared with Kent Police in order to ensure that we personalise plans to protect each young person.

Each staff member has the autonomy to act as an advocate for children and to act fast to safeguard them. The staff team ensure that the welfare of the children living with us is paramount and are clear about their role in relation to safeguarding. We discuss a different scenario each month relating to safeguarding and discuss procedures adults are to follow to protect children at risk such as missing from care, e-safety, CSE and physical interventions. The scenarios we use link to our Benecare policies and procedures and children's risk assessments.

We ensure that adults are aware that all concerns about children/young people, no matter how small, must be reported via Benecare's safeguarding procedure. Adults are aware of their responsibility to notify other professionals of any safeguarding concerns such as Ofsted, LADO, the front door service, and/or Kent Police.

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We also have our independent service called 'The Listening Ear' who staff can report any concerns to.

Safeguarding strategies are detailed in our policy and procedures online and are available as hard copies in the homes office.

Benecare's safeguarding officer:

Lauren Walczak (Responsible Individual) is Benecare Ltd.'s Safeguarding Officer and has Designated Safeguarding Lead and Advanced Safeguarding Level 3 Training. Lauren should be contacted if you have a safeguarding concern at lauren@benecareltd.co.uk or on 07951 720032.

The Home's Manager also has Designated Safeguarding Lead training and can be informed of any safeguarding concerns.

The Local Authority Designated Officer (LADO) can be contacted on 03000 410 888.

16 CONSULTING ABOUT QUALITY OF CARE

We believe that gaining the children's views, wishes and feelings by a variety of means, is crucial to keeping children safe, developing positive relationships, informing the development of our care, and ensuring we continue to promote effective, child-centred practice. Every aspect of the home's purpose has the facility to ascertain and appropriately act upon the views, wishes and feelings of the children who live in the home.

We support children to express their own views, wishes and feelings at all times, and promote active participation in making decisions about their lives.

Children are encouraged to be involved in their own care by engaging with:

- Weekly children's/ young people's meetings.
- Key working sessions.
- Manager's Consultations.
- Monthly Reviews of their care planning.
- Debriefing following incidents.
- Inclusion when documents are updated such as Fitness of Location Reviews, Young Person's Guide, Reg 45 and Development Plans.
- Pre and Post Discussions relating to meetings such as PEPs or LAC reviews.
- Development and Target Discussions.
- Children's Consent.
- Participation in the recruitment process of new staff.
- Personalised bedrooms.
- Complaints, Compliments, and Ideas box for the children is accessible.
- Visits to the home from advocates or independent visitors.
- Consultations with Reg 44 and Ofsted visitors.

Young People's Meetings/Consultations:

All children/young people are encouraged to take place in a weekly meetings or consultations (dependent on their preferences), and we support children to chair the meeting or take the minutes. The meetings are there to encourage and support the children to speak to each other about their week and any issues they may have with each other, we also focus on progress and development.

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Children/young people are reminded of the complaint's procedure for the home and if they need to make a complaint after the meeting in private, we support them. Children are encouraged to discuss improvements to the home, their daily care, what meals, mood, and activities they would like for the following week. We also discuss house expectations and different topics to support the children's knowledge of safeguarding such as CSE, Substance Misuse, Bullying, Gangs and County Lines, and E-Safety. We encourage the children to work together to complete research and help prepare presentations.

Child Focused Team Meetings:

Our meetings focus on the children/young people and their progression and targets. Each staff member completes a progress and development form for the child, recording the child's progress in different areas such as education, family relationships, and health and wellbeing. Key workers then discuss the outcomes of the meeting with their key child including the progress they have made and positive comments that adults have said about them. The next month's targets are discussed, agreed and planned with the children.

17 CHILDREN'S RIGHTS AND ANTI-DISCRIMINATORY PRACTICE

Promoting Equality and Diversity:

We are committed to anti-discriminatory practice. We aim to ensure equality of opportunity for everyone regardless of their race, nationality, religion or belief, gender, sexuality, disability, age, or marital status. We are committed to promoting equality and diversity, which embraces a broader definition than equal opportunities. This broader definition recognises that everyone has a contribution to make and that services can be improved by promoting the skills and contributions from all sectors of the workforce and community.

All employees are expected to behave in a professional, tolerant, and responsible way that is exercised with respect and without prejudice. Everyone involved with Woodbridge House has the right to be treated with consideration, dignity, and respect and to work in an environment free from sexual or racial intimidation. The expectations are underpinned by the Equality Act 2010.

Children's Rights:

We are committed to promoting equal opportunities for the children/young people and believe children, /young people whatever their background, ethnicity, or gender, have the right to be treated fairly, equally and with respect.

We encourage children and young people to follow the house expectations to educate them of valuing themselves and others and to respect property.

We promote equal opportunities by:

- Regular discussions in key workings and children's meetings about children's rights.
- Children being aware of the homes complaints procedure and who they can talk to about their concerns.
- Supporting children/young people to make complaints to outside partners if they feel their needs are not being met.
- Advocating for children on their behalf and making representations when required.
- Supporting self-identity by recognising a child's ethnicity, religion, culture, sexuality, and identity needs.
- Community integration.

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- Providing training to the staff team regarding safeguarding, equal opportunities, equality and diversity, LGBT, and by supporting the children to also understand these topics.
- As part of promoting diversity children and young people are free to practice the faith of their choice and are encouraged to do so. Where necessary, appropriate support and advice will be provided by adults or from recognised sources within the young person's chosen faith.
- Children and young people will partake in various workshops, individually and as groups, to raise awareness and in order to educate them of their rights and what discrimination may look like.
- Key workings and weekly children's meetings are scheduled to discuss topics such as racism, children's rights, culture, charity, and volunteering.

Children/young people who feel their rights are not met will be encouraged to complain and we act as advocates for them, ensuring that they are supported to complain and raise their concerns. If this is something children struggle with, the staff offer to advocate for children on their behalf and make representations for them. Complaint's procedures will be followed, and any outcomes will be shared with children.

Consequences:

Consequences are used as a last resort as we believe in promoting restorative justice and in children/young people taking ownership for their behaviour. On occasion, children will behave in a way that may result in a consequence of their behaviour, however, prior to this occurring we will complete a key working with the child discussing ways to rectify the situation. We encourage the child to come up with a solution to the problem independently, whether this be by an apology or replacing a broken item.

When consequences do occur, they are applied fairly and in line with regulations. Children /young people are fully included in the consequence process and we ensure a key working session is completed with them explaining why the consequence was given. Consequences will be shared with the child's social worker and parents as appropriate. The effectiveness of the consequence is assessed during managers weekly and monthly monitoring of the home.

18 PROTECTION OF Children /Young People

We are committed to ensuring that the children and young people in our care live safely free from harm by promoting warm and positive relationships where children are able to feel safe and express how they are feeling. All staff are aware of their responsibility to challenge and manage any harm to children to ensure that they are suitably safeguarded.

Safeguarding:

Safeguarding is Everyone's Responsibility

Everyone who works with children/young people has a responsibility for keeping them safe. Woodbridge House is fully committed to safeguarding the welfare of all children who use our services. The company is clear that this expectation is the primary duty of all staff, agency, and volunteers. This duty is also managed in partnership with other relevant agencies.

We are clear in our responsibility to take the views, wishes and feelings of children placed in the home into account, particularly in relation to matters affecting their care, welfare, and their lives. Children have the right to be respected, have their views heard, and to have stable relationships with professionals built on trust and respect.

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At Woodbridge House we promote the following:

- **Responsive Safeguarding Culture:** Professionals need to be working in a culture of safety, equality, and protection within the services they provide.
- **Vigilance:** To have staff members notice when things are troubling the children
- **Understanding and action:** To understand what is happening; to be heard and understood and to have that understanding acted upon
- **Stability:** To be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** To treat children with respect.
- **Information and engagement:** To be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** To be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **Support:** To be provided with individual support and as a member of their family
- **Advocacy:** To be provided with advocacy to assist them in putting forward their views.
- **Emotional Resilience:** To provide employees with regular supervision and support so they can restore and maintain their emotional wellbeing.

Aims:

Our aim is to ensure every child in our home is kept safe and protected from harm or potential harm.

This means harm (or potential harm) from:

- Emotional, physical, neglect, institutional and domestic abuse, or substantiated indications of bullying, self-harm, and faltering growth.

This means we will always work to ensure that our children are consistently:

- Protected from any form of maltreatment arising from harm or potential harm.
- Prevented from suffering impairment of health or development.
- Given every opportunity to grow up in circumstances consistent with the provision of safe and effective care.
- Given every opportunity to have optimum life chances and enter adulthood successfully.

This means that there will be:

- Safe recruitment practice through checking the suitability of staff, agency and volunteers who work with our children/young people.
- A consistent awareness of child protection issues, which will involve equipping children with the skills necessary to keep them safe.
- Sustained development and implementation of procedures for identifying and reporting cases, or suspected cases, of abuse.
- Support for any child who has been abused in accordance with individual needs, plans and effective and collaborative working practice.

Our safeguarding policies give clear direction to staff about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children resident at our home.

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Designated Safeguarding Lead (DSL):

Each registered children's home has a Designated Safeguarding Lead (DSL). Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL. The DSL for the home is the Registered/Home Manager. In the absence of the Registered/Home Manager, the Deputy Manager will assume responsibility in strict consultation with the Responsible Individual who holds overall safeguarding for the organisation in their role as Designated Safeguarding Officer.

Managing Allegations:

At Benecare we take all allegations seriously and recognise that there will be times when a child or young person makes an allegation against a member of staff and other people known to them. An allegation that a child or young person makes will be taken seriously and will be reported to the Designated Safeguarding Lead of Woodbridge House, Home Manager and Benecare's Safeguarding Officer, Lauren Walczak. We will follow company policies and procedures, liaising with LADO and other professional agencies together to report the allegation. All allegations will be notified to Ofsted via Regulation 40.

At Woodbridge House the staff team will undertake regular training in 'Managing Allegations' and the Manager and Senior Residential Support Staff will be expected to complete Designated Safeguarding Lead Training.

Children /young people will be kept up to date with the investigation process and outcomes will be shared with them. For more information, please see our policy on 'Allegations Against Staff'

Countering Bullying (Including Cyberbullying):

We operate a zero tolerance to bullying in our home, whether in relation to children or staff. Bullying is unwanted, aggressive behaviour that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally, and excluding someone from a group on purpose. One of the most challenging aspects of keeping children safe from bullying is 'cyberbullying.' Cyberbullying is using the internet, e-mail, online games, or any digital technology to threaten, tease, upset or humiliate someone else.

We understand that children who are bullied and children who bully others, may be experiencing and/or go on to experience serious emotional difficulties. Being bullied can impact on a person's self-esteem, confidence and social skills.

In order to address bullying, all staff:

- Comply with the conditions of the Company's anti Bullying Policy.
- Record any suspicions about bullying and attempt to address any concerns before the situation escalates.
- Take part in all relevant training provided or facilitated by the Company.

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- Ensure the designated Bullying Champion completes regular key workings, workshops, and discussions with the children about bullying and protecting themselves.
- Have a good understanding of bullying behaviours among school aged children that involves a real or perceived power imbalance.
- Ensure that the conditions of monitoring and reviewing internet use are applied consistently. Staff are vigilant regarding the potential and real dangers of social media, as well as direct (face-to-face) bullying,
- Understand that under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.'

Our Commitment:

All children will be encouraged to speak up if they feel they are subject to any bullying, both in and out of the home.

- All children will be supported in the above process, including use of complaints.
- All actions will be recorded.
- Both the victim and perpetrator of bullying must be protected and made to feel safe.
- In all instances of suspicions relating to bullying behaviours, immediate action will be taken to protect the children concerned.

Children Missing from Care (MfC):

There are times when a child /young person may take it upon themselves to leave home without the due authority to do so. Staff are fully aware that the children for whom we provide care are particularly vulnerable. This means we aim to maintain a robust and fluid response to all incidents of children/young people categorised as 'missing' from care.

The Registered Manager is responsible for ensuring that all Safety Plans include a MfC risk assessment and protocol that is based upon relevant information from the child's plans. This is reviewed regularly and communicated to all staff.

A MfC incident would be prioritised as 'high risk' where:

- The risk posed is immediate and there are substantial grounds for believing that the child is in danger through their own vulnerability; or
- The child/ young person may have been the victim of a serious crime; or
- The risk posed is immediate and there are grounds for believing that the public is in danger; or.
- The child/ young person is at high risk of CSE.

A MfC incident would be prioritised as 'High risk' due to the vulnerable children/young people we care for, where the risk posed is likely to place the subject in danger or they are a threat to themselves or others. This category requires an active and measured response by police and other agencies to trace the missing child and support the person reporting. This involves a proactive investigation and search in accordance with the circumstances to locate the missing child as soon as possible.

Our Approach:

Our approach to minimising MfC incidents is multi agency working and providing a homely environment where children feel loved, safe, and secure and do not want to go missing. **Full details are available in our Missing Children Policy.** Staff understand that when a child goes missing, whether considered at

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'medium risk' or at 'high risk,' that it is a priority. Children who leave the home premises without the knowledge of staff will be regarded as at immediate risk of potential harm. This is because the children for whom we provide care for are vulnerable.

As soon as staff become aware that a child has gone missing or been missing, they will:

- Inform the Registered Manager (RM)/On call Manager and the Responsible Individual (RI) immediately.
- Contact the Police to report the child as missing and state clearly the child's risk category.
- Contact the child's social worker or the Out of Hours Social Worker (OOH) and child's parents (if applicable).
- Complete a search of the local area, and known addresses of contacts.
- Try to contact the child by phone, and/or known contacts and friends in order to locate the child.

When a child is found, staff:

- Welcome the child back into the home, ascertain if they came to any harm whilst missing (acting on information accordingly) and offer them food and drink.
- Ensure safe and well checks are carried out by the police as soon as possible after a child reported as missing has been found.
- Ensure measures are taken to complete an independent return interview within 72 hours.
- Review Safety Plans and Risk Assessments following every MfC incident. This will provide an opportunity to add any information gained through the Registered Managers de-brief.

A description of the home's approach to the monitoring and surveillance of children:

Door Alarms (the following arrangements are subject to the approval of each child's social worker);

Each child's / young person's bedroom door is fitted with an alarm system when needed. This is to enable greater safeguarding capacity, particularly during the night. This is only be activated where it can be explicitly demonstrated (with the consent of the child's placing authority) that a door alarm system is necessary for protecting and safeguarding the child's welfare. The use of the alarm system is also agreed in the child's placement plan and a risk assessment will be in place to support this measure.

Bedroom Searches

In accordance with Children's Regulations a child's bedroom should not generally be entered without their permission, though it may be necessary to establish routines to allow for rooms to be cleaned regularly. Usually, rooms should only be searched if the child has been informed or asked for their permission. Immediate searching may be necessary where there are reasonable grounds for believing that there is a risk to the child's or another person's safety or well-being. Benecare's Room Search Policy must be followed when completing room searches and a room search form must be completed and shared with the child's placing authority.

The child will be informed of the use of the measures and these will be kept under review.

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- Admissions Process
- Allegations
- Behaviour Management
- Bullying (Including Cyberbullying)
- Missing from Care (MfC)
- Child Sexual Exploitation (CSE)
- Clothing and Appearance
- Confidentiality
- Drugs (Substance Misuse)
- Duty of Care
- Female Genital Mutilation (FGM)
- First Aid and Administration of Medication
- Hate Crime
- Internet Use
- One-To-One Situations
- Photography, Video, cameras and Images
- Physical Contact
- Physical Intervention
- Placement Matching
- Power and Positions of Trust
- Professional Judgement
- Public Confidence and Conduct
- Radicalisation and Extremism (inc. Prevent)
- Recruitment of Staff
- Safer care
- Self-Harm
- Sexting
- Trafficking
- Transporting Children
- Whistleblowing

19 BEHAVIOURAL SUPPORT

We provide a warm and caring environment and maintain consistent boundaries. We encourage children and young people to develop positive relationships which will allow them to gain a sense of personal worth within a nurturing and safe home. These positive relationships are the predominant means by which behavioural boundaries are maintained. The behavioural boundaries set are both appropriate and realistic. If a child/young person does not follow instructions, a reminder will be given. If this fails, the child will be advised to take time out in a safe space to regulate their emotions.

Children/young people will be supervised by adults who will monitor their emotional well-being. The ethos of the home is transparent, safe environments where the young people are encouraged to talk openly about the feelings and concerns. Adults in the home monitor themes and patterns of behaviour and subsequently this is discussed in team meetings along with strategies/reward charts that can be put in place to help regulate behaviour.

The child and young person's identified needs and behavioural targets will always remain a central focus of the placement. Issues are discussed openly using a supportive and respectful approach. Our approach is geared towards enhancing motivation to change. Frequent monitoring of behaviour enables us to identify patterns and trends, to measure progress and change.

Physical Intervention:

All adults are trained with PRICE Physical Intervention and De-escalation Techniques care and control awareness. This training is refreshed and maintained in line with government legislation by appropriately qualified personnel within the Company, providing certification for each adult's member as confirmation that they have successfully completed the course.

The use of physical intervention may be considered, and specific holds used as part of the child's individual behaviour management plans. This will be in line with Company policies and procedures and will always be used as a last resort. Our focus is to reward positive behaviours and not enforce the negative. Where possible we avoid physical intervention by using de-escalation based on the child's written support plans and behaviour guides.

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Whenever physical intervention is unavoidable an incident report and the record of physical intervention log will be completed as soon after the incident as possible. Physical intervention is only used if the child, adults, or peers are in immediate danger of harm or there is a risk of damage to property. Copies of such will be forwarded to the placing social worker. A debrief is held with the adults and the child or young person involved in order to establish their feelings regarding the incident, and to offer a reflection and learning experience to all concerned. Learning points are drawn and key documents and relevant risk assessments updated. Any events that are deemed as serious by the Registered Manager will be shared with Ofsted via notification procedures.

All measures of control are monitored by management to ensure that they are in accordance with current legislation. We reflect in debriefs, supervision and team meetings about what worked well, and what did not, with each young person. Care plans and risk assessments are updated with new strategies that worked to ensure risk reduction is planned.

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20 STATEMENT OF PURPOSE AMENDMENT TABLE

Date Reviewed	Description of Amendments	Date Sent to Ofsted	Supporting Documents Reviewed and/or updated
20 th October 2022	Additional information added about staffing.	20.10.2022	YPG
7 th November 2022	Staffing information updated.	08.11.2022	YPG
17 th Jan 2023	Staffing list updated. Information added regarding bedroom searches.	17.01.2023	YPG
3 rd March 2023	Staffing list updated. Training section updated.	03.03.2023	YPG
2 nd May 2023	Staffing list updated	2 nd May 2023	YPG
19 th May 2023	RI details updated.	19 th May 2023	
22 nd May 2023	RI details updated for Benecare Safeguarding Officer	22 nd May 2023	
17.07.23	Update on staffing	17.7.23	
22 nd August 2023	Update to sections 1 and 12	22.08.2023	N/A
November 2023	Update with RI changing back to LW	15.11.23	Ofsted registration certificate.
February 2024	Update on staffing	14.2.2024	N/A
April 2024	Update staffing	9.4.24	N/A.