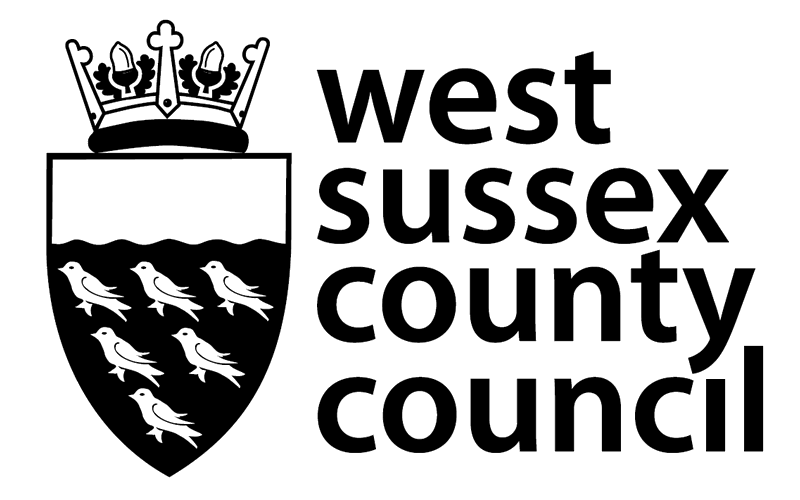
**Statement of Purpose**

**(NAME OF CHILDREN’S HOME)**

[](https://www.google.co.uk/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwi5zMeM4vXWAhXEbRQKHcb4AjIQjRwIBw&url=https://www.westsussex.gov.uk/&psig=AOvVaw3XmXNSHDeh_KIlI2TwIYMc&ust=1508264705109551)

Date

Review due:

**Name & Address of Registered Provider:**

West Sussex County Council

County Hall

Chichester

West Sussex

PO19 1RG

**Responsible Individual:**

Jackie Wood

Head of Children’s Social Care - Placements

West Sussex County Council

County Hall

Chichester

West Sussex

PO19 1RQ

033022 26486

**Registered Manager:**

Name:

Mobile:

Email:

**Interim Home Manager**

Name:

Telephone no:

Email:

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| **Quality Standard** | **Contents** | **Page/s** |
|  | Introduction |  |
| **1** | **Quality & Purpose of Care**   * The range of needs of children * Age range, number and gender of children * Accommodation * Aims, ethos and outcomes * Description of the location * Supporting cultural, linguistic and religious needs * Who to contact & Access to Information (Complaints & Child Protection) * How to access the Safeguarding and Behaviour Management policies |  |
| **2** | **Views, Wishes & Feelings**   * Consulting children about the quality of their care * Our policy and approach to anti-discrimination * Our policy and approach to Children’s Rights |  |
| **3** | **Education:**   * Supporting children with Special Educational Needs * Supporting attendance and achievement |  |
| **4** | **Enjoyment & Achievement:**   * Activities * Personal development and skills |  |
| **5** | **Health:**   * Healthcare & Therapy * Qualifications and Supervision of staff providing health care * Measuring how effectively we support children’s health needs * How to access evidence of our effectiveness |  |
| **6** | **Positive Relationships:**   * Supporting Contact |  |
| **7** | **Protection Of Children:**   * Our approach to the monitoring and surveillance of children * Our approach to Behaviour Support & Restraint * Staff training and competency in behaviour management |  |
| **8** | **Leadership & Management:**   * The name/qualifications of the Registered Provider, Responsible Individual and Registered Manager * Experience & Qualifications of Staff * Management & Staffing Structure (Supervision Arrangements) |  |
|  | **Care Planning:**   * Criteria for admission, * Referral and placement process |  |

**Quality & Purpose of Care**

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| **The range of needs of children** |
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| **Age range, number and gender of children** |
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| **Accommodation** |
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| **Aims, ethos and outcomes** |
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| **Description of the location** |
| *Please see Location Assessment for more information.*  Leisure activities – *see section on Enjoyment and Achievement*  Education    Medical Facilities  Shops |

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| **Supporting cultural, linguistic and religious needs** |
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| **Who to contact & Access to Information (Complaints & Child Protection)** |
| The management team attend Complaints training as part of their continuing professional development and are confident and familiar with identifying a complaint, and the process to follow. All complaints and feedback are logged on a central tracker, maintained by the Registered Manager and are shared with the Complaints Manager on a regular basis. Staff will also share lessons learnt from complaints that are upheld and identify changes in practice that arise as a result.  (NAME OF HOME) positively encourage children to make their views known and will support them to make complaints where necessary.  Parents and carers are also able to complain to West Sussex County Council:   * Write to: West Sussex County Council, Comments, compliments and complaints, County Hall, West Street, Chichester, PO19 1RQ * Online: [https://www.westsussex.gov.uk/about-the-council/get-in-touch/comments-and-complaints/childrens-social-care-make-a-complaint/](https://www.westsussex.gov.uk/about-the-council/get-in-touch/comments-and-complaints/childrens-social-care-make-a-complaint/%20) * Telephone: 01243 777100   Children and children can access the West Sussex Advocacy Service:   * Email: [AdvocacyService@westsussex.gov.uk](file:///\\chinas01\~msxy0690\Documents\Ofsted\AdvocacyService@westsussex.gov.uk%20) * Tel: 033 022 28686   Anybody involved in the care of a child who has concerns about **(NAME OF HOME)** may also contact Ofsted:   * Write to: Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD * Email: enquiries@ofsted.gov.uk * Telephone: 0300 123 4666   Children have open access to a telephone as required for private conversations and contact information for Child Line and Advocacy services is openly accessible.  **Regulation 44 visits**  What is Regulation 44?  From April 2015, the Children’s Homes Regulations and Quality Standards 2015 came into force.  Regulation 44 requires an independent person to visit at least once a month to make a rigorous and impartial assessment of the home’s arrangements for safeguarding and promoting the welfare of the children in the home’s care.  West Sussex County Council commissions Aidhour to carry out monthly regulation 44 inspections, a written report is compiled for each visit and is commented on by the Registered Manager. The independent visitor from Aidhour is **(NAME)**  **Aidhour**  47 Bedwin Street  Salisbury , Wiltshire SP1 3UT  **Email:** info@aidhour.co.uk  **Phone:** 0208 7129329 |

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| **How to access the Safeguarding and Behaviour Management policies** |
| All staff receive training in Safeguarding, Sexually Harmful Behaviour and Positive Behaviour Support. *See training section for more details.*  (NAME OF HOME) has an online resource called Tri-X which hosts all legislation and procedures relating to residential alongside a comprehensive set of practice guidance documents that are specific to West Sussex. This website contains the most up to date version of the Practice Guidance around Safeguarding, and Behaviour Management and can be easily accessed. This resource is currently under development and will soon be fully operational.  The Pan Sussex Children’s Board Safeguarding procedures inform our practice and instruct staff on all key areas of managing with disclosures and allegations. <http://pansussexscb.proceduresonline.com/>  There is also a corporate Confidential Reporting Policy, and residential Practice guidance around “whistleblowing” that is made available to all staff via our Tri-x website and a hard copy in the office as an interim measure. |

**Views, Wishes & Feelings**

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| **Consulting children about the quality of their care** |
| **Example:**  Involving children in the operation of the home is one of the main themes of the 1989/2004 Children’s Act and Children’s Homes Regulations 2015. At (NAME OF HOME) Close, we believe that involving children in the operation of the home is an essential element of a positive care environment.  The views of a child at (NAME OF HOME)are sought on all matters that affect them. This is important in assisting children to become more independent, make choices and learn how to make their views known. In particular, their views are sought on:   * The operation of the home and the care given to them * The living space and furnishings in their bedrooms * Facilities for contacting significant people in their lives * Future plans including holiday/leisure activities * Planning menus for the week   We seek to promote children’s involvement in decision making in order to allow them to benefit from:   * Feeling that they are valued and their opinions are respected * Gaining ownership of their care plans and their futures * Feeling that they have a part to play in the running of the home, giving a sense of belonging * A greater understanding of the rules of (NAME OF HOME) and why they are there   Children’s opinions are obtained principally through key worker sessions and regular Children’s meetings. Such meetings are held on a regular basis, with notes taken and made available to all children and staff of (NAME OF HOME).  Children are also regularly seen by our independent Regulation 44 visitor, by Ofsted inspectors, social workers and other professionals visiting the home, and their opinions are integral in the planning and delivery of services around them. Children also have access to Children in Care Council, advocacy services and Independent Visitor scheme. |

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| **Our policy and approach to anti-discrimination and Children’s Rights** |
| **Example:**  We do not tolerate discrimination under any circumstances that may occur on grounds of race, culture, ethnicity, religion, age, gender, sexuality, class or disability or any other protected factor. We value diversity and as such all our work is underpinned by our commitment to deliver a service based on anti-discriminatory practice.  We recognise that all people are unique and have different, but equally valid life experiences. Our ethos and values in relation to children’s rights are based on the UN Convention of the Rights of the Child.  These are:   * + Everyone has a responsibility to support the care and protection of children and children   + Children and children must be protected from all forms of violence and exploitation   + Children and children have the right to be listened to and their views respected and responded to   + Children and children should be encouraged and enabled to fulfil their potential   + Every child must have someone to turn to   + (NAME OF HOME)endeavour to challenge inequalities for children and children   Children’s rights are always a priority at (NAME OF HOME) and the children are made aware that in addition to having staff available to talk to, they can have contact with Social Workers and family/friends. We would support them in accessing services. |

**Education:**

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| **Supporting children with Special Educational Needs** |
| **Example:**  (NAME OF HOME) values education and lifelong learning as a process that can enable an individual to reach their full potential. Accordingly we aim to work within the practice guidance for West Sussex Children’s Homes and take into account the following:   * Children in Care have the same spectrum of educational needs as any group of children. * The additional and particular needs experienced by some children in care may hinder their full access to education. * Children in Care have the same potential to succeed and the same right to education as their peers. * Education is a passport to increased opportunities in life. Supporting the education of children in care means investing in their future. * In West Sussex our children's homes are committed to making education a priority for the children in our care. As a whole authority we need to do everything that any good parent would do to support his/her child’s education. Carers in children's homes have a key part to play. * As part of the initial placement planning, all children are expected to have a Personal Education Plan.   **To achieve these aims:**   * (NAME OF HOME) has a designated Education Link Worker who ensures that al staff are aware of practice guidance on education. They also act as a main point of contact for schools alongside the keyworker for the child and ensure we are fully aware of all exam dates, parents’ evenings and school trips. * Regular attendance at school is expected, actively encouraged and rewarded. * All children at (NAME OF HOME) will have a place to do their homework, which is peaceful, they will have access to a computer and other materials they may need. * Children will be supported in use of the Internet and/or local library to access reference material. * We will encourage children to participate in out of school activities, and provide practical support, e.g. transport, to achieve this. * If a child is excluded from school on fixed term exclusion, team members will liaise with the school over work set and support the completion of work. * If a child is permanently excluded from school, staff will work in partnership with colleagues to re-integrate the child or to identify a new educational placement. During the period of exclusion, staff will encourage and support educational activities, e.g. reading, sport/educational visits. * (NAME OF HOME) will have copies of all the prospectuses for the schools attended and will have co-operated in all Home-School Agreements. * All staff will respond to anxieties expressed by children about school. Bullying at school will be taken seriously and followed through with the school and child. * All staff will praise and reward achievement, we believe celebrating a child’s achievement “big or small” is vital for their mental well-being and self-worth. |

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| **Supporting attendance and achievement** |
| **Example:**  Children at (NAME OF HOME) often find full time education difficult to manage alongside their peers for a variety of reasons. However, staff fully encourage attendance at school and promote the benefits of education and qualifications to all children.  Staff actively use home-school communication books, regularly attend school meetings and reviews, and support children in their out of school learning.  The home has a well-stocked library of reading materials and access to the internet to support children in reading for fun, completing home-work and online learning.  **Literacy**  Staff actively encourage children to join the public library in the area and read regularly. (NAME OF HOME) has a good supply of books that can satisfy a wide range of interests. We also provide a daily and a weekly newspaper and interest magazines appropriate to the age range and level of understanding of the children we care for. |

**Enjoyment & Achievement:**

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| **Activities** |
| **Example:**  We like to encourage children to experience new things and support their interests, giving them the opportunity to join clubs to help build their self-esteem. We also promote opportunities to socialise with other peers who share the same interests to support them to develop the skills necessary for maintaining positive friendships.  There are a wide range of recreational, sporting and cultural activities within a short distance of the home. These include trampolining, swimming, cinema, bowling, local recreational parks, theatre, attendance at clubs, and walks in the local countryside.  Holidays and trips further afield can also the arranged, e.g. trips to London, Butlin’s and Centre Parks, Holiday parks or theme parks. Children are encouraged to utilise local community facilities and participate in a wide range of local activities. (NAME OF HOME) is committed to offering children opportunities to encounter new experiences and may facilitate an overseas holiday where this is sufficiently resourced and risk assessed.  (NAME OF HOME) also has a number of high quality mountain bikes and qualified staff to deliver sessions in the community.  Risk assessments are undertaken for each activity/outing taking into account each individual child’s needs, abilities and any potential behavioural difficulties.  We seek to ensure that there are ample opportunities for children to participate in a range of leisure activities. (NAME OF HOME) has a wide range of reading materials, music, games, sports and recreational equipment appropriate to the needs and abilities of the children living there.  **DVD’s and Games Consoles**  These are a popular leisure activity for children; however care needs to be taken over their use. All DVDs and games should be age appropriate, determined by the certificate guide and staff will actively monitor this. We also put in place firm arrangements detailing time restrictions, parental controls in place.  **Internet**  Internet access is provided at (NAME OF HOME) with updated parental control measures that are closely monitored and password protected. Children are supported to understand some of the risks on online social media sites and of sharing information. *Please see Practice Guidance on the Use of social Media for more information.* |

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| **Personal development and skills** |
| **Example:**  Children’s wishes and feelings are explored through key worker sessions and regular children’s meetings.  There are many opportunities for informal learning and development while spending time at (NAME OF HOME) and staff are encouraged to capitalise on every opportunity to promote emotional growth and change for the children in our care. This may range from observing and imitating different social skills, to trying new activities and hobbies with support from staff. Staff work hard to support children to set and work towards achievable goals that are meaningful to them, in doing so enhancing their personal development. Achievements are celebrated in a number of ways, both through positive reinforcement and reward systems. |

**Health:**

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| **Healthcare & Therapy** |
| **Example:**  Children in care have an equal right to access health services as all other children, and we work from this basis in all areas. We ensure children have sufficient information and opportunities to develop a healthy lifestyle through access to universal services and specialist support where needed.  The child’s physical health is regularly monitored via visits to general practitioners, opticians and dental practitioners when required. We also prioritise the wider holistic needs of all children and ensure their emotional wellbeing, mental health and sexual health all receive regular attention.  Whenever possible, the children will remain registered with their own G.P. subject to catchment compatibility. If moving to the area, we will support children to register themselves with a local surgery, dental practice and opticians where necessary.  Staff in the home will promote positive health through education, exercise and healthy eating and will utilise local health education resources if required. An Initial Health Assessment will be undertaken as soon as possible after admission, and will be reviewed annually thereafter.  Any concerns about a child’s emotional wellbeing or mental health may be referred to the GP. However, (NAME OF HOME) also has well established links with the local Child and Adolescent Mental Health Service (CAMHS), the Looked After and Adopted Team (LAAC), and a local Youth Emotional Service, YES.    A Clinical Psychologist attached to CAMHS attends (NAME OF HOME) ’s weekly staff meetings and provides therapeutic advice and guidance to staff in effectively supporting children’s presenting needs. The ability to share concerns in this open environment supports the training and development needs of the staff team, and generates discussions that support learning in key areas. Areas covered include managing the impact of trauma, development of interpersonal skills and understanding risk behaviours in the context of low self-esteem.  Our links with CAMHS cover the following areas:   * An overview of the therapeutic needs of the children * Consultancy support to staff, in particular keyworkers * An assessment of the appropriateness of referrals * Mental health risk assessment   The health needs of children are collated within their Health Plan which is generated at their Initial and Review health assessments. The Health Plan sets  out both short-term and longer-term health objectives and actions needed to achieve them. It also encompasses guidance on providing health advice including age-appropriate information on lifestyle, diet, exercise, sexual health, risk behaviours (e.g. substance misuse), in addition to guidance and support on the management of specific health problems. Health plans will be reviewed and updated on a regular basis or when necessary.  Staff at (NAME OF HOME) will encourage children to take an active interest in their own health needs. We will encourage and facilitate visits to health practitioners and seek to promote healthy life styles through a variety of means including:-   * Actively discouraging smoking, drinking alcohol and drug use * Promoting healthy eating through good practice and education * Providing information on a range of associated subjects including ‘healthy sexual relationships’, drug and alcohol abuse. * Contributing to the children's health plan and care plan   (NAME OF HOME) has a very clear position of not tolerating drug or alcohol use in the home and remain committed to promoting open discussions and opportunities for children to talk about any concerns they have. Staff are adept at creating opportunities for open discussions with children that are perceived in a non-threatening way by children, and this is also mirrored by the Open Door policy of the management team. Children are encouraged to approach staff whenever they need to, while also being able to maintain some necessary boundaries. The importance of building rapport and positive trusting relationships with children extends to the whole team, evidenced by the visual presence and involvement of the management team in day to day activities around the home. |

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| **Qualifications and Supervision of staff providing health care** |
| **Example:**  The staff at (NAME OF HOME) have received First Aid training and there is a qualified ‘First Aider’ on duty at all times.  In the event of a significant incident requiring medical treatment, children will have access to emergency services and will always be accompanied to hospital to ensure that they are supported whilst they receive treatment.  Staff are trained to administer prescribed medication. Staff are required to start their City and Guilds Level 3 Diploma for Children and Children’s Workforce in Health and Social Care within 2 years of starting at (NAME OF HOME). |

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| **Measuring how effectively we support children’s health needs** |
| **Example:**  (NAME OF HOME) have regular and ongoing reviews of how well we are supporting the children and children in our care with their health requirements. Their general health is monitored on a daily basis through staff observations and any concerns are shared with their GP. All our children have an annual medical assessment and we work hard with children and their families to support children to achieve any recommendations made at this and subsequent reviews. |

**Positive Relationships:**

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| **Supporting Contact** |
| *Please see Practice Guidance on Supporting Contact.*  **Example:**  Every child staying at (NAME OF HOME) is encouraged to maintain quality contact with parents, family and other significant people in their lives if appropriate.    On admission, there **must** be agreement on:   * Who the child should have contact with and where. * Who the child should not have contact with. This may be as a result of Sussex Child Protection and safeguarding Procedures or court order etc. * Type of preferred contact e.g. telephone, letter, visits. * Frequency and duration of visits. * Any special instructions regarding contact e.g. supervised visits. Any contact that is supervised at the level agreed in the contact plan with observations reports completed and shared as needed.   When agreeing such arrangements, the wishes of the child should be taken into consideration. Equally, consideration needs to be given to the impact visits may make upon the daily running of the home. |

**Protection of Children:**

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| **Our approach to the monitoring and surveillance of children** |
| *Please see Practice Guidance on The Use of CCTV.*  **Example:**  Issues of privacy and dignity are highly valued at (NAME OF HOME) and surveillance through electronic methods is only used for the perimeter of the building where staff can view any threats without having to physically approach an intruder. CCTV surveillance is provided for security and not for the purpose of observing the children and children. However they are filmed at times as the security CCTV covers the outside of the building. Each child has signed consent forms addressing issues of surveillance which outlines the clear guidance around how images and footage will be used. |

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| **Our approach to Behaviour Support & Physical Intervention** |
| **Example:**  (NAME OF HOME) offers a safe, caring environment in which children are encouraged to feel secure and able to build self-esteem, confidence and the ability to accept personal responsibility. The behaviour of the children is encouraged by a nurturing environment, supported by understanding and predictable boundaries. Care staff are able to work with the quality of the relationship between themselves and the child.  There are instances when a child is unable to accept the boundaries of the establishment and in these circumstances staff would be expected to employ avoidance and de-escalation techniques.  If a child is in danger of harming themselves or others, then physical intervention may be used as a last resort, with the minimum force necessary to ensure all parties remain safe. All staff are trained in the Team Teach techniques of managing challenging behaviour. Team Teach provides staff training in behaviour supports and interventions including positive handling strategies. The Positive Handling policy will be followed at all times.  At times sanctions may be required to encourage children to make the right choices. Staff in (NAME OF HOME) may use reparation, restriction of certain leisure activities and/or additional household chores as approved sanctions in a just and fair manner. These sanctions must be appropriate to the individual child, timely, relevant to the behaviour and effective.  (NAME OF HOME) aims to work in a manner that promotes the welfare, safety and needs of both the children and the staff. This is achieved through consistency and working in a non-confrontational way, giving children choices and support in making them. The ethos of (NAME OF HOME) is to praise and reward positive behaviour. |

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| **Staff training and competency in behaviour management** |
| **Example:**  All staff are required to complete a newly revised training pathway for residential staff which covers all core areas of service delivery, with a specific focus on behaviour management and promoting positive relationships. Staff competency around managing conflict and difficult behaviours is observed by managers and discussed in supervision on a regular basis. On the rare occasions where physical interventions are used, there is a full debrief with staff and children, separately if necessary, and any learning needs are identified.  **Diploma Provision**  The department provides a Diploma service through its own Diploma Centre. All new staff that do not already hold NVQ Level 3 in Caring for Children & Children or Diploma will begin working towards it after the first six months of employment after completion of their mandatory training pathway. The Centre also provides access to A1 Assessors awards, NVQ IV in management, and the Registered Manager’s Award. |

**Leadership & Management:**

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| **The name/qualifications of the Registered Provider, Responsible Individual and Registered Manager** |
| **Contact details**  A) Registered Provider:  West Sussex County Council, County Hall, Chichester PO19 1RG  B) Responsible Individual:  Jackie Wood, Head of Children’s Social Care – Placements, West Sussex County Council, County Hall, Chichester, West Sussex, PO19 1RQ  C) Registered Manager:  (NAME AND CONTACT DETAILS HERE) |

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| **Experience & Qualifications of Staff** |
| Please see Appendix 1 attached. |

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| **Management & Staffing Structure (Supervision Arrangements)** |
| **Example:**  West Sussex County Council has a supervision policy for staff which is also supplemented by recently developed Practice Guidance documents for the children’s residential service.  All staff receive regular supervision, including informal, one to one sessions practice observations and peer group support. Alongside this all staff have an annual appraisal which addresses performance, career progression and objective setting for the coming year.  In addition, (NAME OF HOME) operates an ‘open-door’ policy for staff, whereby they can raise any issue of concern with their line manager as required. |

**Care Planning:**

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| **Criteria for admission** |
| **Example:**  All admissions to (NAME OF HOME) will be made on a planned basis in accordance with the residential practice guidance on admissions.  The criteria for admission to (NAME OF HOME) are as follows:   1. The child will be aged between (x AND X) years on admission. Children aged 12 may be considered in extenuating circumstances where an impact risk assessment indicates suitability. 2. The child will be in agreement with the placement 3. The child will present with a range of emotional and behavioural difficulties that are nonetheless compatible with communal living with appropriate support 4. The child will be resident in West Sussex   (NAME OF HOME) **cannot** provide support to children with the following needs, other than in the most exceptional circumstances:   1. Known history of Sexually Harmful Behaviour to others as a primary behaviour 2. Profound learning and physical disabilities 3. Known history of excessive and persistent violence, substance misuse and fire offences that could place other children at risk |

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| **Referral and placement process** |
| *Please see practice guidance on Referrals.*  **Example:**  Referrals to (NAME OF HOME) are all made via the WSCC Placement Finding Team who collate information from the referrer and undertake initial matching with the service. A referral meeting allows staff to closely consider the needs of the child and their compatibility with other children currently living in the home. All decisions about referrals are at the discretion of the management team at (NAME OF HOME) in consultation with the Service Lead for Residential.  The referral and admissions process at (NAME OF HOME) is necessarily thorough as we know this helps children to adapt to residential living, and to accept their placement at (NAME OF HOME). Following referral, staff undertake an impact risk assessment based on the information provided by the referrer which gives an indication of the suitability of the placement and also measures that need to be put in place to support a successful transition into the home.  Once a moving in date has been confirmed, (NAME OF HOME) staff arrange a series of meetings and introductory visits to the home for the child, and will also visit them where they are currently living if appropriate. This information gathering stage is crucial to begin to build rapport with the child, and allay any anxieties or concerns the child may have. Staff will provide the child with a copy of the (NAME OF HOME) Children’s Guide which explains the day to day arrangements at the home, and also contains photographs of staff to help familiarise children with the team.  A meeting will take place where all final arrangements will be discussed in detail, and all current information about the child will be exchanged, if this has not already taken place.  At the Referral meeting the following will be considered:   * Identification of need/s and whether these can be met at (NAME OF HOME) Close. * Risk factors * Contact arrangements * Education arrangements * Health care   At this Referral meeting, a Care Plan will be agreed with all the relevant parties. This will outline the overall aims and objectives for the placement as well as the day to day matters. |

**Appendices**

**1 – Staff list**

(NAME OF HOME) TEAM

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| **NAME** | **POSITION** | **EXPERIENCE** | **QUALIFICATION** |
| **Initials here** | Registered Manager | 25 years within West Sussex, 35 years residential experience | NVQ Level 4 in Leadership for Health & social Care and Children & children’s Services |
|  | Interim Home Manager | 20 Years within West Sussex | NVQ Level 4 Health & Social Care |
|  | Assistant  Manager | 4 years within West Sussex children’s services | Level 3 Diploma For Residential Childcare |
|  | Assistant  Manager | 10 years within West Sussex children’s services | NVQ level 3 |
|  | Principal childcare officer | 10 years within West Sussex children’s services | NVQ level 3 |
|  | Senior childcare officer | 20 Years within West Sussex Children’s Services | NVQ Level 3  Level 5 Diploma in Leadership for Health & Social Care and Children & Children's Services |
|  | Senior childcare officer | 21 Years within west Sussex | Level 3 NVQ For Residential Childcare |
|  | Senior childcare officer | 13 Years in West Sussex | Level 3 NVQ For Residential Childcare |
|  | Senior childcare officer | 20 years within West Sussex children’s services | Level 3 NVQ For Residential Childcare |
|  | Childcare officers | 3 years in West Sussex | Level 3 Diploma For Residential Childcare |
|  | Childcare officers | 2 years within West Sussex children’s services | Level 3 Diploma For Residential Childcare |
|  | Childcare officers | 2 years within West Sussex children’s services | Level 3 diploma For Residential Childcare |
|  | Childcare officers | 6 months within West Sussex children’s services | Due to start Social Work degree |
|  | Childcare officers | 2 years within West Sussex children’s services | Working towards Level 3 diploma for Residential Childcare |
|  | Childcare officers | 2 years within West Sussex children’s services | Working towards Level 3 diploma for Residential Childcare |
|  | Nightcare | 20 Years within West Sussex | Level 3 NVQ For Residential Childcare |
|  | Nightcare | 25 Years within West Sussex | Level 3 NVQ For Residential Childcare |
|  | Nightcare | 5 Years within Children’s residential | Working towards starting Level 3 diploma for Residential Childcare |

**Please refer to our Work force Development Plan for further structure and information on our staff.**