



# Statement of Purpose

## Inspire Childcare

### Ark House

*"Safety, refuge, and a journey"*

**Uxbridge, London,  
Middlesex**



**INSPIRE CHILDCARE**  
**Residential Childcare Services**

## **Contents**

<b>Introduction:</b> .....	<b>4</b>
<b>Vision, Mission and Values</b> .....	<b>5</b>
<i>Our Vision &amp; mission</i> .....	5
<i>Our Core Values</i> .....	5
<b>The Quality and Purpose of Care</b> .....	<b>6</b>
<i>1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation</i> .....	6
<i>2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them</i> .....	7
<i>3. A description of the accommodation offered by the home, including: a) how accommodation has been adapted to the needs of children; b) the age range, number, and sex of children for whom it is intended that accommodation is to be provided; and c) the type of accommodation, including sleeping accommodation</i> .....	7
<i>4. A description of the location of the home</i> .....	7
<i>5. The arrangements for supporting the cultural, linguistic, and religious needs of children</i> .....	8
<i>6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy</i> .....	8
<i>7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behavior management policy</i> .....	9
<b>The Views, Wishes and Feelings</b> .....	<b>10</b>
<i>8. A description of the home's policy and approach to consulting children about the quality of their care</i> .....	10
<i>9. A description of the home's policy and approach in relation to: a) Anti discriminatory practice in respect of children and their families; and b) children's rights</i> .....	11
<b>Education</b> .....	<b>11</b>
<i>10. Details of provision to support children with special educational needs</i> .....	11
<i>11. If the home is registered as a school, details of the curriculum provided by the home and the management... and structure of the arrangements for education</i> .....	12
<i>12. If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement</i> .....	12



## INSPIRE CHILDCARE

### Residential Childcare Services

13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical, and social interests and skills..... 12

---

---

## **Health and Wellbeing ..... 13**

---

---

14. Details of any healthcare or therapy provided, including: a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information, or the evidence can be accessed..... 13

Therapeutic Input..... 13

---

---

## **Positive Relationships ..... 14**

---

---

15. The arrangements for promoting contact between children and their families and friends..... 14

---

---

## **The Protection of Children..... 14**

---

---

16. A description of the homes approach to the monitoring and surveillance of children ..... 14

17. Details of the home's approach to behavioural support, including information about: a) The home's approach to restraint in relation to children; and b) How persons working in the home are trained in restraint and how their competence is assessed..... 14

---

---

## **Care Planning..... 15**

---

---

18. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission..... 15

---

---

## **Leadership and Management..... 16**

---

---

18. The name and work address of: a) the registered provider; b) the responsible individual (if one is nominated); and c) the registered Manager (if one is appointed) ..... 16

19. Details of the experience and qualifications of staff, including any staff commissioned to 'Live in' and provide education or healthcare..... 16

20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or healthcare ..... 18

21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes ..... 19

---

---

## **Staffing Structure ..... 19**

---

---

Organisational chart ..... 19

Staffing qualifications and Experience ..... 19



## **Introduction:**

This Statement of Purpose is intended to provide information on the service we provide as required by Regulation 16 and Schedule 1 of The Children's Homes Regulations 2015.

The Statement of Purpose and Function is made freely available to:

- Any person who works at the children's home
- Any child or young person accommodated in the children's home; (A summary of this document is available in the "Young People's Guide")
- The parent of any young person accommodated in the children's home
- The placing authority of any young person accommodated in the home
- Any young person being considered for accommodation in the home
- Any other organisation or person involved in the placing of a young person in the home



## Vision, Mission and Values

### **Our Vision & mission**

#### **Our Vision**

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Our Vision at Inspire childcare is to provide a home where young people can have positive relationships, create memorable experiences and feel safe and loved.

#### **Our Mission**

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Our Mission is to create a life for children and young people that Inspires them to achieve their potential. To provide stability and create memories they can take into adulthood. To be creative in our care by providing new experiences and allowing children to live safely within the community.

### **Our Core Values**

#### **Compassionate**

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We care about young people and staff, we create positive relationships we are Compassionate and Caring

#### **Teamwork**

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We create a culture where young people feel safeguarded. We provide a positive environment where we work together and strive for the best care for our young people.

#### **Communication**

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We communicate effectively with young people, professionals, families, friends and each other with a commitment towards listening and being our most professional selves.



## **Training**

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We provide a creative and progressive care environment where we invest in learning and development. We are invested in sharing our skills through our work with young people.

## **Respect and diversity**

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We believe in the unique value of each individual and welcome the diversity of their ethnic, religious, and cultural heritage. We inspire the young people we care for through our differences.

## **Aspiration**

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We are aspirational in our work. We achieve great outcomes for our young people, creating experiences and memories that help them grow. We achieve goals.

## **The Quality and Purpose of Care**

### **1. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.**

At Inspire Childcare, we provide a friendly, nurturing, warm and safe environment in which children with a wide range of Emotional and Behavioral Difficulties, are cared for and supported to thrive and pursue their individual aspirations.

Inspire Childcare provides care for children aged 8 -17 on admission we aim to ensure that young people have a stable medium/long-term placement but would provide care for young people on emergency should this be appropriately matched to the needs of young people residing in the home and a placement is available.

The young people accommodated will have experienced significant childhood trauma, attachment issues, exposure to and be at risk of sexual and criminal exploitation, and habitual absconding. In exceptional circumstances we will consider children whose primary need for care is identified as behavioral or emotional, but who may also have additional mild to moderate learning difficulties including Global Developmental Delay.

It is our aim to provide person-centered care to meet the needs of each individual child with the intention that they may successfully move on into independence having felt safe and well cared for. All children placed within the home are 'Children Looked After' and the Placing Authority will therefore have some level of parental responsibility for the children under the Children Act 1989.



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

The home aims to provide a caring and nurturing 'family' oriented environment where positive and trusting relationships are developed between the children, the home staff, and professionals. The staff team provide a parental care approach to children, with rules and expectations like that of a traditional home. This is the foundation for helping the children feel loved, valued, safe and secure and provides the platform from which they are able to grow, develop, thrive, and achieve.

The staff and management of the home understand that behavior can be a form of communication and recognise that it may reflect the thoughts, feelings and needs of our children. By developing positive relationships and trust, we aim to support our children in understanding and recognising their emotions, and how to communicate and express their emotions in more constructive and socially acceptable ways.

## **3. A description of the accommodation offered by the home, including: a) how accommodation has been adapted to the needs of children; b) the age range, number, and sex of children for whom it is intended that accommodation is to be provided; and c) the type of accommodation, including sleeping accommodation.**

The home is a lovely, and well-presented Detached house in a residential property in Uxbridge, London. The home is intended to provide care and support to up to 4 children, of both sexes, aged 8 to 17 on admission. The home will be for children with a wide range of Emotional and Behavioral Difficulties, subject to matching considerations and impact assessments. The home will never have more than 4 children which will be legally imposed by Ofsted the regulatory body governing the practice of the home. The home will have 2 members of staff staying overnight.

The property is structured over two floors, comprising of a ground floor and a first floor. There is a quiet and nicely decorated communal lounge area on the ground floor, equipped with furnishings that create a homely and relaxed environment. Also on the ground floor is the staff office and a warmly presented kitchen to allow for social mealtimes. Outside the property are a rear garden with furniture and grass where the children can enjoy some privacy and relaxation and the front garden having some space for parking.

## **4. A description of the location of the home.**

The site at 64 Chapel Lane, Uxbridge (UB8 3DS) is situated within an established residential area of the London Borough of Hillingdon and comprises a typical two-storey dwelling within a suburban streetscape. The surrounding properties are predominantly two-storey semi-detached and terraced houses, many of which have been extended or altered over time, creating a varied yet cohesive character. Front gardens are often adapted for off-street parking, with a mix of open frontages and low boundary treatments such as walls, hedges, or fencing. The site benefits from an existing vehicular access onto Chapel Lane and, although public transport accessibility is limited (PTAL 1b), private vehicle use is typical for the area. The property is within reasonable distance of local shops, small-scale services, schools, and community facilities, ensuring convenient access to day-to-day amenities for residents.



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

At Inspire Childcare, we recognise and celebrate the rich diversity of the children in our care. We understand that each child may come from a unique cultural background and may have individual spiritual or religious needs. Our home is committed to meeting these needs through positive role modelling, inclusive experiences, and culturally sensitive practices.

This commitment is reflected in our approach to daily routines, including meal planning and activity programming. We strive to ensure that every child feels seen, respected, and valued for who they are.

Our staff team actively explores all avenues to support and nurture each child's identity. We believe it is essential for children to maintain a strong sense of their cultural and familial origins, and we work to preserve and celebrate these connections.

Located in a culturally diverse area, our home is well-positioned to respond to the varied needs of the young people we support. Care plans are tailored to each individual, with keyworkers identifying and reviewing cultural and spiritual needs from the point of admission and throughout the placement. This is done in close consultation with the young person and, where appropriate, their family and community.

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

It is acknowledged that, there will be occasions within the home when a child or another person may wish to make a complaint. We will always attempt to resolve complaints made by children at an informal stage. The staff on duty will try and address the complaint and resolve this to a satisfactory level. If achieved this will be documented and recorded within the child's Daily Record.

However, it may be that the complaint is more serious, and cannot be resolved at this stage or the child wishes to make this more formal. The home does have a formal Complaints Log. This log identifies the complaint, the action taken to resolve, the feedback to the child and their views around this. If after this stage, they remain unhappy and dissatisfied with the outcome, the Placing Authority and Social Worker will be informed and made aware of the complaint and the actions to be taken to try and address or resolve this.

In relation to certain specific complaints such as complaints about aspects of our service, issues outside of the home or other operational matters, the Complaints Policy sets out a formalised procedure which will be followed. All complaints will be logged and recorded within the home.

As the home is situated in a residential street, it may be that at times, the local Neighbors may become unhappy about the home and may wish to complain about the operational running of the home or have some concerns as to the behavior of some of the children. The home is aware that it is important for the children and the service to have a positive community presence and will try to address and resolve complaints immediately and amicably. The home is set up to run as a positive part of the community allowing children the opportunity to feel safe and cared for. complaints are taken as an opportunity to reflect, learn and continue to develop. The home will take certain measures to support the residential living of the children including;



- Maintaining positive and open communication with Neighbours including the shops in the nearby vicinity. This will allow children to connect with their environment to feel a sense of community, but this will be monitored within the realms of the homes safeguarding procedures.
- Ensuring the home is well presented and clean and the home complies with the boroughs policy on rubbish collection and refuse. The home will have set health and safety and cleaning regimes as part of daily handover and planning which will enable efficient daily running of the home.
- The home has parking spaces in the home. staff and young people will use transport facilities including buses, trains, and tubes local to the home. Cycle parking will be available to young people and staff. it is not expected that there will be no more than a minor impact on parking in the area due to facilities being provided.
- The home will form relationships with the local neighborhood team to ensure they are aware of local issues and developments
- Ensuring noise is managed via a noise management plan in the home which provides structure and clear expectations between young people and staff

### **7. Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behavior management policy.**

The home has a Safeguarding Policy which is in line with LSCB London Child Protection Procedures. The Registered Manager will discuss any safeguarding concerns with the Safeguarding Lead and will seek advice and guidance when required.

All staff working in the home are provided with safeguarding training with an annual refresher undertaken. This training will highlight actions to be taken when a safeguarding concern is identified as well as identify signs and symptoms to look out for and be aware of. Staff will also have training in Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE), Radicalisation, and Drug and Substance Misuse with annual refreshers.

Staff also discuss the children living in the home in child focused meetings which are held every day at handover and at monthly staff meetings. This gives the home a proactive approach to risk assessing and risk managing the lives of our children as well as to update any Behavior Management Strategies.

The home adopts a clear anti-bullying policy. There is supervision of the children and bullying is discussed openly in children's meetings. If there is an incident of bullying or perceived bullying this is documented in the home's Bullying Log. From this, action is taken to support and address the incident, with the victim being involved in the process and their views taken into account as to how it has been managed and the outcome considered.

The home has a detailed 'Missing Person Procedure.' On admission, the risks and level of vulnerability for each child are shared with the local police to ensure that there is a high level of inter-agency communication to safeguard children. The home completes a detailed Risk



Assessment for children to reduce and minimise potential risks. In addition, an individual risk assessment is undertaken to assess the levels of risk of each child in relation to child sexual exploitation (CSE).

The home adopts a pro-active response to incidents of missing children by searching local areas and if unable to locate the child, notifying the local Police, the Placing Authority and where appropriate family members. When the child is found they will be welcomed back into the home and the relevant people informed of their safe return. A 'Return from Missing' interview with the child is requested by the home to the Placing Authority. If they are unable to complete this within 72-hour period and with their agreement, the home will undertake the interview on behalf of the Placing Authority. This is then recorded and sent to the Placing Authority Social Worker so that the home and Social Worker can discuss the action that could be taken to prevent any reoccurrence.

The homes approach to care will involve engaging with key professionals in the borough's local authority for example police, social workers, health workers and social workers to minimize and manage risk.

## The Views, Wishes and Feelings

### **8. A description of the home's policy and approach to consulting children about the quality of their care.**

The views and opinions of the children are integral to the happiness of the child, their progression, and development within the home. Children are encouraged to participate in regular meetings where they have an opportunity to formally talk about the running of the home and plan activities and menus as well as contribute to any changes they would like to see.

There is regular key working undertaken with the children. This is a good medium, not only to support, guide and educate them but to also seek their views, opinions, thoughts, and feelings. Children are invited and encouraged to take part in their LAC reviews where their wishes and feelings are considered and discussed appropriately in this meeting.

A monthly monitoring visit is undertaken (Regulation 44). The Independent Visitor to the home has no line management responsibility within the organisation but during the visit they will talk to the children, discuss, and capture how the children feel and their experience of living in the home. Any identified areas of concern can then be shared with the home and acted upon. A report is produced detailing the monitoring visit and any findings or observations. A copy of this report is supplied to the

Registered Manager, Responsible Individual and forwarded to Ofsted, the Placing Authority, and the host Authority upon request.

A Child Consultation Form is in existence within the home which is given to the child shortly after their arrival in the home and at regular intervals thereafter. This provides another forum



and opportunity for them to express their views, wishes and feelings about living in the home. If they are unable to personally complete the form, their views will be sought verbally, and the form completed on their behalf.

Annual surveys distributed by Ofsted to the home are another consultation method. Children are supported and encouraged to participate in these online surveys to provide Ofsted with feedback on the care afforded them. As part of the staff appraisal process the children are asked to feedback their opinion on the staff group in the home, this is incorporated into the appraisal document.

### **9. A description of the home's policy and approach in relation to: a) Anti discriminatory practice in respect of children and their families; and b) children's rights.**

All children regardless of their race, religion, culture, disability, or sexual orientation will have their individual needs met and staff will endeavor to ensure that these needs are met at all levels.

Within the home we accept and promote difference and diversity. All staff receive regular training in anti-discriminatory practice and there is an underpinning model of promoting anti-discriminatory practice at all levels. The home operates in a child centered way, always taking into account every aspect of the child, their family, history, and culture.

Children's rights are actively promoted at the home and all children have a full understanding of the complaints procedure and who they can turn to if they feel that matters relating to their rights are not being met. Children have access to contact details for their Social Worker, Independent Reviewing Officer, Independent Visitor, Ofsted, the Children's Commissioner, and other Children's Advocate agencies. These are recorded in their Welcome Book in support of this process.

## **Education**

### **10. Details of provision to support children with special educational needs.**

Children placed within the home may often have suffered a disjointed educational experience and often do not have a positive attitude and outlook on schooling and learning. Many of the children may have previously had periods of suspension and exclusion from school prior to moving here.

Within the home the children are supported and encouraged to achieve best possible outcomes from their starting points. This will differ and vary from achieving GCSE's and vocational qualifications, to attending further education establishments college. The home develops and maintains a good level of communication with local educational provisions and those within easily commutable radius from the home.

If the child has an Education Health Care Plan (EHCP), the home staff will attend Personal Educational Plan meetings and associated EHCP meetings. All children are invited to these



meetings, or if they choose not to attend, the staff will discuss the content and agreed outcomes with the child.

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

Not applicable.

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

Once placed, children, if possible and where educationally able, will attend local mainstream schools and colleges. The home will make application to the school and ensure that the child is supported and provided with a full school uniform and necessary equipment for them to engage fully in the school and curriculum.

In the event that the child is unable to attend mainstream school due to behavioural and educational difficulties, the home will liaise with the Virtual Schools for alternative arrangements to put in place for the child to receive the educational tuition they require.

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

We believe that childhood should be a positive and joyful experience for children growing up and the home provides a sense of fun, energy, and enthusiasm towards that by creating a nurturing and caring environment.

The children are supported in attending education and encouraged to think about and achieve realistic goals and aspirations. Where possible, consultation with the child's family will be undertaken throughout the placement and it is acknowledged that they have a wealth of information and knowledge about the child.

Where children follow a specific religion and/or culture, the staff will actively research this and in consultation with them incorporate this into their care and everyday living. The staff team will support and encourage the children in developing and maintaining a wide range of hobbies, sports, and interests.

children are consulted daily on activities that they wish to participate in and/or try and where possible this is encouraged and supported by the home. If a child has a particular interest or hobby, then necessary equipment and lessons will be provided. The children will be encouraged to participate in outside clubs and activities and the staff team will assist in developing links with the clubs to ensure that the child is supported adequately.



## Health and Wellbeing

**14. Details of any healthcare or therapy provided, including: a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information, or the evidence can be accessed.**

The home will work hard to ensure that the overall health needs of the children are of paramount importance. It is recognised that our children may struggle from time to time accessing any health appointments and health needs and therefore the staff in the home will ensure that our children have a solid understanding of basic health needs and how this can impact on them.

All children will have access to a key worker who along with the Registered Manager will have a responsibility to ensure that the child is registered with all the relevant health services (doctors, dentists, opticians). When placed each child will have a full health profile compiled for them and this will allow constant tracking and monitoring of all areas relating to both physical and emotional health.

Historical information will be sought from social workers and where possible family members. As well as identifying basic health needs, health profiles are also able to highlight if there are specific areas of concern that may need a particular advice or action.

Depending on their individual assessed needs, children placed at the home may be provided with additional therapeutic support through multi-agency involvement.

### Therapeutic Input

At Inspire Childcare we use Positive Support Group (PSG), PSG behaviour analysts and PBS practitioners have expert skills and in-depth knowledge that allows them to develop a thorough understanding of children and young people and their behavioural support needs.

A strong position from which we can help transform the lives of young clients and provide guidance to their support network so they can offer better support.

PBS practitioners provide support to children and young people under the age of 18 affected by different conditions such as a learning disability, autism, attention deficit hyperactivity disorder (ADHD), depression, anxiety and trauma.

A consultant who specializes in trauma and theory-based practice meets with the manager and staff team on a fortnightly basis. These consultations give the opportunity to look at strategies and methods of addressing the more complex aspects of the young people's behaviour, giving staff the opportunity to reflect on practice and gives staff the space to discuss the impact of the behaviours on them as individuals as well as the impact on the team. Our approach is trauma-informed and is rooted in a belief in the positive value of therapeutically informed residential care which is focused on meeting the individual needs of young people within a group living experience. We also work



diversely to support professional networking to achieve to best understand the child needs and directly with young people where they are open to this. We work in the homes and support staff and children in the living environment.

## Positive Relationships

### **15. The arrangements for promoting contact between children and their families and friends.**

Every child has a right to have and maintain contact with their family, friends, and other significant adults in their life, providing that this does not affect their safety, well-being, and it is in their best interests.

The home will support contact visits and help develop relationships that exist for the child.

Contact visits may be supervised and in support of this, a Contact Working Agreement will be drawn up between the home, family member/friend/significant adult and the Social Worker so that there is clarity of expectation, structure, frequency, and direction. The home can support children to have contact in sloughs contact center which supports the needs of children looked after to be with their families, where there may be safety concerns that need monitoring.

As a home we recognise the importance and significance of contact. The children are encouraged to maintain indirect contact by telephone or through letters and emails. This is discussed and incorporated into their individual Placement Plan. The level of contact is set out in the initial Placement Planning Meeting and reviewed through the child's review process.

## The Protection of Children

### **16. A description of the homes approach to the monitoring and surveillance of children.**

In line with Children Homes Regulations, there is a risk assessment undertaken regarding each child.

The home employs the use of CCTV monitoring including door sensors on bedroom doors. CCTV is placed on the outside of the building for security of the premises only. Cameras help support monitoring people entering the home and are used to keep the building young people and staff safe. Protecting young people's privacy is fundamental to providing a caring environment therefore cameras are prohibited inside the house.

Bedroom door alarms are placed on all bedroom doors and external doors providing exits to the home. There will always be members of staff throughout the night times and we aim to provide a home which is homely and safe for young people. Bedroom door alarms are risk assessed and are used where young people may not be able to keep themselves safe, e.g. if they have a risk of going missing at night-time. The home will always risk assess door alarms and have an option of being able to turn alarms on and off on individual bedroom doors according to each child's individual risk. Alarms should not be institutional and routine in the care provided to young people.

The locking of external doors, or doors to hazardous materials, may be acceptable as a security precaution if applied within the normal routine of the home.



**17. Details of the home's approach to behavioural support, including information about: a) The home's approach to restraint in relation to children; and b) How persons working in the home are trained in restraint and how their competence is assessed.**

Children admitted to the home will primarily have emotional and behavioural difficulties. Within the home, it is understood that it is the quality of relationship developed between the children and staff that supports the children in managing and developing their behavior.

**Sanctions**

When there is a behavioral issue and/or incident there is a discussion with the child regarding what happened and how this could have been handled differently. Strategies to manage thoughts, feelings and situations are discussed with the child to try and help them learn and internalise different boundaries and expectations. On occasions it may be necessary to further reinforce this by setting a sanction. Sanctions, where possible and practicable will be related to the incident to provide an association and learning experience for the child.

Sanctions set are recorded within the home's Sanction Log and children are invited to express their thoughts and views. The home also support positive sanctions where children are praised for positive behavior to reinforce and encourage the development of appropriate skills around behaviour.

Within the home, there is a detailed Behavior Management Strategy devised for all children. This strategy outlines presenting behavioural difficulties for the child and staff intervention to manage this effectively. Behaviour Management Strategies are reviewed and updated regularly, and all are overseen by the registered manager to ensure that the practice and intervention is in line with accredited training.

**Physical Restraint and restriction of liberty**

There may be situations and occasions where children need to be physically contained and held by staff. This is a last resort intervention by staff and one which is only implemented when there is a high level of risk to others and to the child themselves. Staff are trained to try and calm and de-escalate the situation in line with individual Behaviour Management Plans for the child. Any physical intervention is to, where possible, be supported by two members of staff. After a physical hold has been applied and at an appropriate time, the child is to be offered medical support. There is to be a discussion with the child as to the incident and how this could have been managed/handled differently and more positively. All 'holds' are recorded within the homes Restraint Log.

**Restraint also includes restricting a child's liberty of movement.**

The ways we keep young people safe is primarily relational, rather than mechanical or physical, and be delivered through relationships, close supervision, observation and proximity.

There are occasions where young people may present with safeguarding risks that require Staff to prevent young people from leaving the home.



There may be circumstances where a child can be prevented from leaving a home under the children's homes regulations, for example a child who is putting themselves at risk of injury by leaving the home to carry out gang related activities, use drugs or to meet someone who is sexually exploiting them or intends to do so. Any such measure of restraint must be proportionate and in place for no longer than is necessary to manage the immediate risk.

Supervision in place will be the minimum required to keep the young person safe and will be restricted to times and locations where the young person is at identified risk. It may involve close supervision of the young person inside or outside the home. In making any decision to stop a child or young person from leaving the home, the overarching risk plan and daily risk plan, as agreed with the young person's social worker and those with parental responsibility, will be reviewed.

The locking of external doors, or doors to hazardous materials, may be acceptable as a security precaution if applied within the normal routine of the home.

### **Deprivation of Liberty Dols**

A Deprivation of Liberty Order (DoL Order) makes it lawful for a child to be deprived of their liberty. This typically applies to children who require high levels of care and supervision, due to complex needs, risks to themselves or others, or behavioural challenges. It will only be considered as a last resort.

The home would only ever implement this if it has been authorised by a court and imposed as to keep a child safe. The home would consider whether they feel that the young person within the home is able to be supported with a DOLs and the impact that restrictions may have on other children that live at the home. This would be kept under review and used for the minimum time as deemed suitable by the court and local authority.

In Practice examples of restrictions that could be imposed by court might include;

- Constant supervision (including during sleep)
- Restrictions on movement, visitors, or communication
- Physical restraint (only when necessary and proportionate)



## Care Planning

### **18. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission**

All referrals to the home are initially received by Inspire Childcares registered manager. There is significant information requested in relation to the child being referred and essential information gained before a discussion with the local authority wanting to place takes place as to the suitability of the referral. In the absence of the Registered Manager, this assessment of suitability may take place with the deputy manager.

If the referral is felt to be a suitable match, the Registered Manager will liaise directly with the Placing Authority and Social Worker to discuss in more depth the care needs and aims of placement. If the Registered Manager (or in their absence, the deputy Manager) believes that the home can meet the child's needs in conjunction with the other children already living there, there is a plan of admission outlined.

This plan of admission will be individualized, however, where possible, it is good practice for the new child to have the opportunity to visit the home, prior to placement and meet the staff and other children and where possible have an overnight visit, Inspire Childcare would always advocate for this to take place. A child friendly Welcome Book is used as a good introduction to the house and supports the child in the initial move, outlining the home in a bright, colorful format with pictures. This is discussed with the other members of staff and the children already living within the home.

Where possible, placements and admissions are planned; however, the home would accept emergency referrals and same-day admissions when sufficient information is available to make a considered matching decision. At Inspire Childcare we understand that some young people needs may require same day placements which are not always easy to find. We aspire to reach all young people with emotional and behavioural difficulties to provide a safe home.

Emergency placements are reviewed with the Placing Authority within 72 hours (about 3 days) of admission, at which time a decision is taken as to whether the child is appropriately placed, and the home can continue to meet their needs on a longer-term basis. Inspire Childcare will ensure that additional staffing is put in place for emergency admissions where the risk is being assessed within 72 hours, where this is needed and the risk level is identified as high.

We will always risk assess their needs as part of the referral and matching process, considering the existing residents and the skill set of the staff team. We will when and if necessary, access additional and specific training for the staff team. When and if a Young person with additional needs is in placement with us, we will match their needs carefully against any new referral we receive. Emergency placements will be assessed against the needs of the current young people in placement to ensure all residents can feel safe and secure.



## Leadership and Management

**18. The name and work address of: a) the registered provider; b) the responsible individual (if one is nominated); and. c) the registered Manager (if one is appointed).**

- a) The Registered Provider is: Inspire Childcare Ltd Director Parveen Bhangu
- b) The Responsible Individual is Neil Harris
- c) The Registered Manager is: Parveen Bhangu

**19. Details of the experience and qualifications of staff, including any staff commissioned to 'Live in' and provide education or healthcare.**

All Residential staff within their probationary period will be required to attend all mandatory training on Child Protection, Child Care Legislation, CSE, Restraint, Child Development, First Aid, Medication, Health & Safety, Fire Training, Food Hygiene, and the Care Standards. Staff will also receive training in relation to Child Development, Attachment Theory, and Trauma based therapeutic practices. In- house training will be given in respect of the Fire procedures to be followed in the event of a Fire and Fire alarm and equipment testing.

All staff will have an Induction in line with the Children's Homes (England) Regulations 2015 Standards.

All new staff will be given the policy and procedures for Inspire Childcare. The policies and procedures are located in the staff office available to all staff.

Management has the overall responsibility for ensuring the policies and procedures are followed, this will be reviewed in Supervision. This includes the mandatory Health and Safety procedures, such as Fire procedures and food hygiene.

All full-time childcare staff currently appointed will be required if not already undertaken, training to gain a relevant social care qualification, within 24 months service at Inspire Childcare.

All staff receive supervision for a minimum of one hour every two weeks, during their probationary period. Following successful completion of their probation, supervision will occur once every four weeks, however, staff can request additional supervision if they feel it necessary or the manager requires this for their development.

Supervisions are reflective and help managers and supervisors to support with areas of practice that need developing, as well as support staff to reflect on their professional practice. Supervision will identify training needs and facilitates discussion on areas of practice staff may want to discuss regarding aspects of their work with the young people.

Staff will be appraised in line with the regulatory requirements. As part of this process staff will be appraised in relation to their work performance as well as identifying their training needs, this will be reviewed Annually.

The Manager or Supervisor can nominate staff for relevant training. Training for all staff is essential to improve and develop the standard of care and enhance good practice for the young people residing at Inspire Childcare.

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

Inspire Childcare passionately believes in delivering consistent care with clear boundaries which provides the foundation, guidance and support needed to develop the staff team to their full potential for best outcomes for the children living within the home.

The home has sufficient and well experienced staff team to meet the children's needs. There may be circumstances when it is necessary to have a higher staffing support, and wherever possible this should be achieved by using staff from the home.

The Registered Manager is supervised by the responsible individual. This takes the form of monthly documented supervision where the operational running, staffing and needs of the children are discussed and considered.

In the absence of the Manager the deputy manager and team leaders can deputise for the day-to-day responsibilities within the home.

The Registered Manager is responsible for arranging supervision within the home and directly supervises all Residential Workers including the Deputy Manager. Supervision occurs monthly as a minimum and is documented and filed appropriately within the home. This offers and provides qualitative feedback on performance in working with and supporting the children.

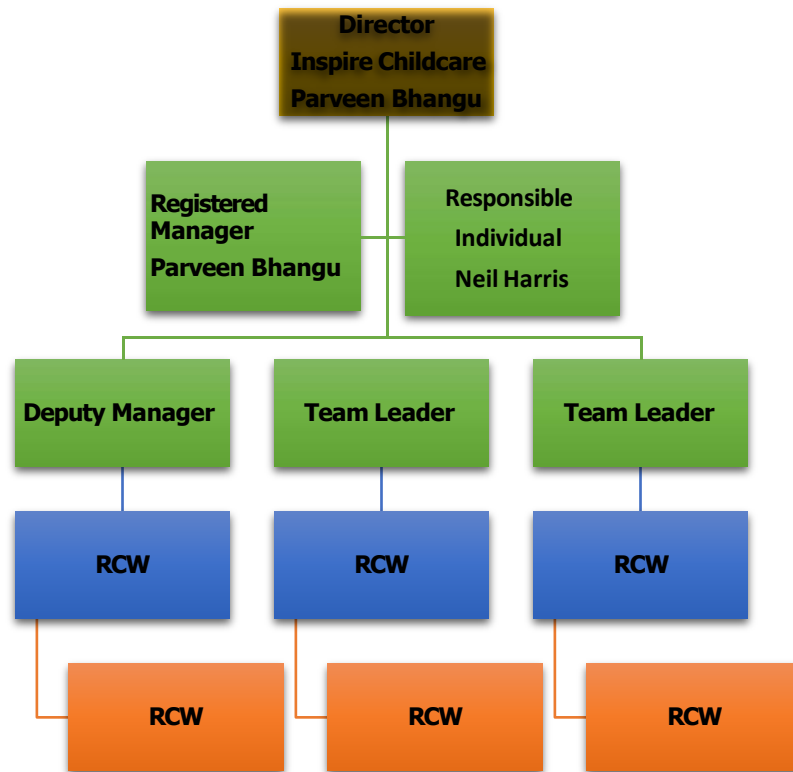
All staff members receive an annual appraisal. This is undertaken in conjunction with the staff member and all aspects of the role are appraised and reviewed. Targets are set for the development of the staff member, and this is discussed in supervision and forms part of the appraisal.

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

The home has a mixed gender and culturally diverse staff team with a balance between male and female workers.

## Staffing Structure

### Organisational chart



### Staffing qualifications and Experience

This will be populated on selection and recruitment of a full staffing establishment