

STATEMENT OF PURPOSE

Virginia House

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Contents

Quality and purpose of care

- 1. The range of needs of the children for whom it is intended that the children's home is to provide care and accommodation.
- 2. Ethos and outcomes and how we will achieve them.
- **3.** Accommodation offered by the home.
- 4. Location of the home.
- **5.** Supporting the cultural, linguistic and religious needs of children.
- 6. How to make a complaint.
- 7. Child protection and behaviour management policies

Views, wishes and feelings

- 8. Policy and approach to consulting children about the quality of their care.
- **9.** Policy and approach in relation to anti-discriminatory practice in respect of children and their families and children's rights.

Education

- 10. Supporting children with special educational needs.
- **11.** Education curriculum and the arrangements for education.
- **12.** Promoting educational attainment.

Enjoyment and achievement

13. Creative, intellectual, physical and social interests and skills.

Health

14. Health Care and Therapy

Positive relationships

15. Promoting contact between children and their families and friends.

Protection of children

- 16. Monitoring and surveillance.
- **17.** Behaviour support.

Leadership and management

- 18. Registered Provider and Managers contact details.
- 19. Experience and qualifications of staff.
- **20.** Management and staffing structure and support.
- **21.** Promoting appropriate staff role models.

Care planning

22. Admission of children to the home, including emergency admission.

Quality and purpose of care

 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.

Virginia House is a Residential children's home for 3 young people, male or female aged 11-17 years on admission. We provide wrap around care and accommodation 52 weeks a year. Virginia House caters for children who have learning difficulties and disabilities. These are inclusive of children who may have ADHD, Autism and children who have significant gaps in their learning. We welcome children who may have Education, Health and Care Plans (statement of special educational needs) that specify their needs, specialist support that is required and the strategies that should be employed for their needs to be met.

We aim to ensure that each child's residential experience at Virginia House is individually tailored, positive and highly beneficial to the individuals identified needs and plans for the future. Whilst we hope that children stay with us long-term there may also be instances where a child may need a home for a short term. We will always ensure we consider the best interest of the child and the children already in the home before placing children in our home.

We will provide high quality care in a warm, loving caring environment, where children feel safe, secure and most importantly they feel wanted and valued. We will seek to promote the well-being of the children in our care by providing a family orientated atmosphere where positive relationships are built on mutual respect, trust and understanding.

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



Our ethos is based on the belief that all children should become the best that they can possibly be by giving them the same opportunities in life regardless of their experiences,

disability, age or sexuality. We aim to offer children a home where a child is able to grow, develop and mature into a responsible, respectful and caring individual. A home where children and young people are supported to achieve their full potential.

We aim to create and preserve trusting relationships with the children to create a secure base where they can begin to address their challenging behaviour in order to eventually assume some control over, and take responsibility for, making positive choices in their lives. We hope this will help them to identify and modify their behaviour, which will enable them to reintegrate back into their own family, substitute family or to live independently and thrive in the community. Our staff group believe in the principle of frank, open, non-judgemental genuine discussions. We emphasise the personal worth of the child with positive individual responsibility.

Some of our residents may be particularly vulnerable, suffering from learning difficulties and disabilities. We aim to establish a safe and secure environment where a child can develop their individual identity and understanding whilst having their needs met in an honest, positive and above all consistent and professional manner.

We aim to provide an atmosphere of ordinary family life within a small residential children's home, where children are supported and provided with the required information to develop and understand structure and routine on a par with a regular family setting.

Behaviour

The approach we adopt is essentially non-punitive, employing rewards rather than sanctions. We employ a behaviour programme where loss of rewards is given for misdemeanours, to avoid the imposition of major sanctions. Initially we build on social and relationship skills within the home and beyond for each and every child and endeavour to promote a sense of pride in them, their home, their culture and their neighbourhood.

House Tokens and Rewards

Virginia house has implemented a house token system. Rewards for good behaviour are the primary method of achieving change in the young person's behaviour. At Virginia House we encourage young people to develop positive aspirations and support them in achieving them by providing realistic and achievable goals. On day-to-day basis small achievements are acknowledged with praise and recognition. Through positive reinforcement and engagement in meaningful activity, young people begin to experience the pleasure of positive engagements as opposed to gaining attention through negative behaviour. Staff work closely with young people and help them to identify SMART targets that are celebrated and rewarded with tokens.

Tokens are monitored each week and result in extra money which is carefully managed, recorded and only exchanged for an item/activity of the young person's choice.

Our Commitment

- Relationships with staff are based on a caring, honest and embracing approach, which will lead to reciprocal trust. We encourage a questioning and open culture.
- We aim to help the children to empower their own lives with an expectation that unacceptable behaviour towards others is challenged, and that the child is supported to modify their own behaviour.
- The child will always be encouraged to build upon his or her own self–esteem and to gradually reduce dependency on the care system.
- We will work towards the children leaving Virginia House with hope, good memories and the skills that will enable them to take their place in the community as a valuable member of society.
- We strive to unconditionally accept each child whatever his or her previous or presenting behaviour.
- We actively encourage the development, personal growth, maturity and education of each child, encouraging self-confidence and independence.
- We emphasise care whilst enabling individuals to understand that actions have consequences, and that they are ultimately responsible for their own behaviour.
- Staff in the home will endeavour to create and maintain an environment which is free from discrimination in any form regardless of race, culture, disability, social status, age, sexuality or any other factor, which may expose them to disadvantage, or discrimination.
- The Registered Manager and staff at Virginia House champion and adopt an antibullying culture where complaints of all forma will be fully investigated, promoting an open and transparent ethos.
- Staff will encourage children to recognise their rights and to value the rights of others. We acknowledge that certain things are theirs by right; we believe equally that rights carry responsibility.
- Whilst respecting a child's rights we also expect children to accept their responsibilities and to respect the rights of others.
- We strive to ensure that a person's disability is not the main focus but encourage their capability while ensuring that they receive the level of support required.
- We fully recognise that children have their own views, wishes and feelings, and that
 we must promote each child's right to have a say. Children's views, wishes and
 feelings will be sought in all aspects of their planning and day to day care. No child is
 assumed unable to communicate their views; therefore, appropriate methods for
 gaining views will be sought and provided.

Staff are well trained in working with children from all backgrounds. Additional guidance and training will be provided to support children who face learning difficulties and disabilities as a result of their experiences or for medical reasons. Exposure to traumatic experiences can lead to many psychological conditions thus affecting the children's ability to learn. We will work diligently to ensure all the children in our care are supported to build missing links and given as much positive attention as possible. Each child will have a key worker and co-keyworker allocated to them who ensures that each child's care plan and targets reflect their changing needs and the progress they are making.

At Virginia House there will be a strong focus placed on helping the young people to become independent and to respond flexibly to the demands of the wider world. The child's voice is very important, and staff are keen to involve the children in the day to day running of the home.

The ultimate goal at Virginia House is to provide the best care and access to education possible in the best environment that can be achieved. We use a highly individualised child centred approach in all aspects of care and education.

Children in care should be happy, healthy, and safe from harm, able to develop, thrive and fulfil their potential.

Be Healthy:

Our Home aims to provide children with an outstanding standard of care which supports a healthy lifestyle in all aspects of their lives. Where the young people are able, they are supported and encouraged to take responsibility for their own health and are guided by staff to achieve the following outcomes.

Be physically healthy:

We place a great deal of emphasis on educating the young people regarding the importance of health, and aim to enable them, with careful planning and support, to;

Look after their personal hygiene - by providing the necessary support for the individual. This could in some cases include support and guidance with how the children manage their intimate care where the child's need has been assessed at a level which requires support in this area. In this case guidance will be provided for staff on how to address this sensitively and appropriately, in conjunction with robust policies and risk assessments which are in place to support staff in carrying out this support. Children are always provided with information on healthy hygiene and are provided with the necessary products they require.

To be appropriately immunised – Virginia House will seek all necessary support and advice from medical professionals in relation to immunisations. The children are provided with such information, especially when an individual may be feeling anxious and in need of some guidance and encouragement. We support our children to attend immunisation appointments and they are rewarded and praised when they achieve this.

Understand the importance of a healthy, nutritious diet — Our menus are prepared with discussions around the importance of a healthy balanced diet and with the children's suggestions. This is a system which aims to widen the variety of evening meals and gives our children the opportunity to enjoy meals they may not have previously tried. The menus are planned so that each week there is at least one fish-based meal, one vegetarian, one treat meal and a traditional meal, for example, a Sunday roast. We also plan one cultural meal a month to promote the children's heritage in a fun experimental activity. All menus are prepared in line with the new Allergen Aware legislation which came into force in December 2014 as well as the 14 foods that have been identified by the Food Standards Agency as having a possible increased risk level to some people, are listed in any meals prepared containing them.

Understand the importance of getting enough sleep – We encourage this by having structured evening routines for each individual which the children are encouraged to enjoy and participate in. If a child is thought to be sleep deprived, individual work will be carried out with them on the importance of getting enough sleep. Appropriate changes will be made to their routine or care plan, and this will be closely monitored by key members of staff.

Take regular exercise – All young people are encouraged to pursue outside interest such as sport clubs (tennis club, swimming and athletics) and social clubs (youth clubs etc). All of these are found and easily accessible within our local area. This is primarily for enjoyment but also helps the young people to develop a range of skills and experiences and fostering a positive self-image and improving low self-esteem. Weekly house meetings are also an appropriate forum for the children to have the opportunity to have input into activity planning and other issues relating to the general running of the home (menus, activities, planned visitors etc).

All activities need to be carefully planned and assessed to ensure a balanced and realistic programme in line with those children would normally receive in a family environment. It is important for staff to be aware that children can easily become isolated from the community. Key workers will actively encourage community involvement for all residents if they are emotionally able to cope with the activities offered within the locality. Key workers develop and investigate links with all potential activity providers within the community setting.

Be mentally and emotionally healthy

Virginia House recognises that all individuals have different backgrounds, values and beliefs, so it is vital that there is a level of therapeutic input in our daily practice to ensure that we are working in a safe, understanding and person-centred way with our young people who have such complex needs.

Staff also receive training in various mental health awareness, and this will be tailored to any individual cases of mental heal difficulties our young people experience, for example personality disorder and Bipolar disorder. This provides staff with knowledge and understanding of how to best look after young people with these conditions, and how to achieve to the best of their ability and live fulfilling lives.

Be sexually healthy

Children are supported to gain the best possible understanding of what it means to be sexually healthy and how this is maintained. This is often a difficult subject for children in care, so the topic is managed sensitively in one to one key working session. If a child has any questions or worries relating to sexual health, they have a staff member available to talk to at all times as well as various other methods they can use to communicate issues of a sensitive nature, like feedback forms or worry books. Staff can provide leaflets and will arrange sexual health appointments as and when appropriate.

Stay safe

Staff work within the Working Together to Safeguard Children guidelines and receive regularly refreshed safeguarding training delivered by our own designated Safeguarding Lead. Virginia House ensures that all children and young people feel safe in their home. They are cared for in an environment which is intended to ensure that they feel able to communicate any concerns about their safety and wellbeing, and that they feel listened to and taken seriously if and when they do.

The safety of the residents is Virginia House's first priority. This is reflected in our recruitment process, care and carefully planned life skills building work, carried out over the course of the children's placement, in order to support them to learn how to keep themselves safe at all times.

Enjoy and achieve

Virginia House actively encourages learning and development. Our aim is to create a culture within our team, which encourages everyone to be aware of the areas the young people need help with, for them to be happy, successful, healthy and safe. Our consistent approach to daily structure aims to enable our team to build an excellent understanding of where our children display strengths and identify where they may need more support. The keyworkers, with support from management and input from the children, will carefully plan goals for the children, which may be a challenge for them due to anxiety or behavioural difficulties. They will be supported and nurtured to achieve their goal at a suitable pace and will be rewarded and praised when this is accomplished. (Please refer to No. 3 and No. 16 which provides more information on how we encourage the residents to enjoy and achieve, and how we support education)

Make a positive contribution

We strongly value the importance of consistency in the lives of children and ensure that this is reflected in the care that we provide. There will be clear and structured boundaries and routines in place to help manage their more challenging behaviours and encourage them to express their difficulties in a more positive and creative way. Virginia House provides a safe and nurturing environment with an excellent level of tailored support in place to ensure that the residents of the home feel listened to, well looked after and inspired to display positive and kind behaviour.

Achieve Economic wellbeing

Children are fully supported and encouraged to look at their future positively and to reach independence goals that will enrich their confidence and knowledge on how to achieve independence in their future lives as adults.

We will produce extensive independence portfolios for every child recording the goals, evidence and progress the child makes with the support from staff, in photos and reports. These are monitored and overseen by the keyworkers and will be implemented when the children have had a significant and meaningful settling in period.

Through accessing services provided by Croydon Council like 'STEPS TO SUCCESS' and the local young people's service we are able to support young people by allowing them to access a range of Post 16 Qualifications that are tailored to meet the individual needs of the young people. The range of qualifications the young people can access focus on them having the appropriate opportunities to develop their skills in independent living, by allowing them choice and control over their educational journey, which is fully supported every step of the way. 'STEPS TO SUCCESS' provides opportunities for young people who do not have a place in education, employment or training. The opportunities bulletin provides young people with information on Course of the month, Apprenticeship vacancy of the month, Traineeship vacancy of the month.

Through access to a tailored range of suitable qualifications the children are encouraged to reach their full potential and achieve as they prepare to move onto adulthood.

During the child's educational journey, they will have the opportunity to set their own targets supported by competent and dedicated staff.

Our ultimate aim is to prepare and equip the young person with the skills to participate in meaningful employment or voluntary work in order to increase self-confidence, esteem and a sense of worth giving a complete sense of achievement.

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.

Virginia House is a modern semi-detached property located on a residential side road. The house comprises five bedrooms. Virginia House can accommodate 3 male or female children between the ages of 11-17. Our children will have their own bedroom within the home and share a bathroom and shower room. All rooms will be decorated to a high standard. However, the children are actively encouraged to decorate and personalise their own room to their preference. This is to ensure that they feel ownership, settled, welcomed and at home.

On the ground floor there is a lounge area which will contain a tv and a games console. This is followed by a large kitchen/dining room/lounge which is open spacious and decorated to a high standard to create a friendly and homely space. The children at Virginia House are active in helping to maintain their home environment in order to encourage routine and a sense of belonging. There is also a study and library area which will provide an environment that is conducive to learning on the first floor. Reading for pleasure is promoted and the children are actively encouraged to choose their own preference of books.

The home has:

- Fully furnished individual lockable bedrooms.
- Communal lounge, dining room, study, gaming room, kitchen and laundry.
- Multimedia facilities.
- Internet access (supervised).
- Private access to a telephone.
- Books, games access to DVD's and electronic games.

We also have a medium sized garden for all within the home to enjoy and relax in, but for more exciting and vigorous exercise, we have two amazing parks not far from Virginia House.

Virginia House does not permit smoking in the house or in the garden of the premises.

4. A description of the location of the home.

Virginia House is located in the popular America Estates in Thornton Heath. Thornton Heath is a district of South London, within the London Borough of Croydon. The surrounding Local authorities are Lambeth, Bromley and Merton all within a 2 mile radius. Virginia House is central to both Thornton Heath, Norbury and Croydon on one side and Streatham, Tooting and Brixton on the other. All of these boast a plethora of amenities which are easily accessible. The home has a safe, discreetly fenced and private garden for recreational use. There is a patio and garden area for the children to socialise and relax outside in the warmer weather.

Virginia House is within close reach of local amenities and the town centre, providing good access to activities, public transport, and learning opportunities.

Virginia House is within easy walking distance of local amenities and is close to the railway station for longer journeys.

The local school is 0.3km from the home and children are supported to access Education as independently as possible to ensure they enjoy and achieve. Health and well-being activities are promoted via access to the local sports and leisure centre where children can choose from a range of activities and clubs.

The Registered Manager carries out regular review of the appropriateness and suitability of the location of the premises used for the children's home in line with "The Children's Homes (England) Regulations 2015 [Regulation 46] ("the Children's Homes Regulations") taking into account the requirement in regulation 12(2)(c) (the protections of children standard). The location review is done to ensure that appropriate safeguards are put in place to identify any risk or potential risks to the children. The location review is carried out in consultation with, as well as taking into account the views of, each relevant person including the local police and the local safeguarding children's board (LSCB).

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

Diversity and religious beliefs are respected and valued at Virginia House Virginia House and the specific requirements of individuals will be met whenever possible. This will be discussed at the time of placement and plans will be put in place for meeting specific needs, which will be agreed with the child and placing Authority.

Virginia House has access to local places of worship for all religious groups. The staff team will always actively support and encourage the children to take an active role in celebrating their religions, cultures and to observe any cultural norms. This may range from attending a place of worship each week, having access to an appropriate diet and being supplied with appropriate toiletries.

Children are encouraged to take part in activities which reflect their diversity of race, culture, religion, language and abilities. Birthdays, cultural and religious festivals are celebrated as appropriate.

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.

Virginia House has a clear and detailed policy regarding suggestions and complaints, and all staff and young people are familiar with these processes. Upon admission Young people and their family, staff and placing authorities are all informed of Virginia House's complaints policy. The complaints policy is included within the staff handbook, provided to staff on the commencement of employment. It is also in the young person's guide and parent's guides to Virginia House, provided to young people and parents on admission to the home. The policy can be requested by professionals at any time. All parties are made aware of their right to contact Ofsted to make a complaint and young people are informed of their right to contact their social worker, independent reviewing officer or The Children's Commissioner. Contact details for these are provided to the young people and displayed on notice boards in the home.

The handling and consideration of complaints consists of 3 stages:

Stage 1 – Informal resolution

Stage 2 – Investigation

Stage 3 - Appeal

Stage 1:

If a complaint is raised by any party, then the aim would initially be to solve this at an informal level and reach an agreeable conclusion. This should take place as soon as possible after the complaint has been raised to try and resolve the issues.

Stage 2:

Where an informal approach is not possible, the complainant will be asked to document their concerns in writing and an investigation would take place by the Registered Manager within 7 days of receiving the complaint. The complainant will be kept informed throughout the investigation and the outcome would be communicated in writing. Where there is any delay to this outcome (perhaps for additional investigations to occur) the complainant would be informed in writing. If the complaint is about the Registered Manager, then the Responsible Individual would investigate the complaint.

If complainants are unhappy with the outcome of the investigation, then they are able to appeal the decision.

Stage 3:

The complaint will be reinvestigated by a Manager previously not involved in investigating the complaint. The complaint will be informed in writing of the outcome of the appeal investigation and this will include recommendations for resolution. The outcome of an appeal will be available within 30 days of the appeal.

Placing authorities will be made aware of any complaints made by their young people and/or their parents or other professionals involved in their care.

Any complaints which meet a safeguarding concern will result in immediate investigation and referrals to appropriate agencies if required. This may involve suspension of staff if required.

Complaints form part of the Regulation 44 inspection and are viewed and monitored by a Regulation 44 Inspector. Virginia House will be visited by an independent person once a month to undertake a Regulation 44 visit and Ofsted inspectors visit twice yearly.

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

Upon request by any person, body or organisation involved in the care or protection of a child, our full policies on behaviour management and safeguarding will be provided by the registered Manager.

The Home has a comprehensive Safeguarding and Behaviour Management policy and procedure in place. Virginia House is based in the London Borough of Croydon and therefore comes under the Croydon Local Safeguarding Children's Board (CLSCB). The Home's policy and procedures are in line with the current CLSCB procedures and an up to date copy is always available at the Home.

Views, wishes and feelings

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

The importance of the child's right to be heard and for their wishes and feelings to be taken notice of is now accepted across a broad professional and research terrain. At Virginia House children are treated as active participants in the processes and decisions that affect them. Promoting children's participation and involvement is not only a right for children but also a way of improving their safety,

At Virginia House children are encouraged to give their views and to have a say in the way they're looked after. For those who may find it difficult to convey their views, wishes and feelings alternative strategies and creative ways are implemented – Examples include, 'My care' forms which are given for the children to have the opportunity to put down their views on paper, PECS (Picture Exchange Communication System) or through art ensuring inclusive practice for all. We believe that the children and young people benefit a great deal in many aspects of their lives when they are involved in their care, feel listened to and respected.

In all discussions and decisions that need to be made all children and young people will be consulted on their views and are included whenever possible. The children are encouraged to attend a key-working session once a week, meeting their own keyworker on a one to one basis. Weekly house meetings are held involving all young people and staff.

Children will be involved in their care planning process and are encouraged to take part in goal setting. By doing this the child is taking ownership of their own child friendly care plans thus making it a meaningful process which they own, understand and are supported to work towards achieving.

In the day to day running of the home young people are also involved with the day to day, for example with the daily menu and their activity planners, and they all receive a 'young person's guide' at the time of their placement beginning. All children and young people will be supported to develop self-esteem, independence and self-confidence.

Those wishing to take part in the recruitment process are given the opportunity to partake in interviews for new applicants with support and supervision from staff. They can prepare questions for the applicants and are supported to ask them in a safe environment.

At Virginia House young people are involved in and consulted with in relation to all aspects of their lives, including their care, community, future, interests, culture, religion, education, aspirations, life stories, families and their role in society, through the below methods:

- Suggestion box
- Weekly key-working sessions
- Involvement in meetings such as LAC reviews, PEP meetings and placement planning meetings.
- · Weekly resident meetings
- School and education
- Menu and activity planning
- Child Friendly care plans
- Access to advocacy
- Access to social workers and other agencies
- Access to health provisions
- Regular monitoring of care questionnaires
- Young person's guide containing important contact numbers including Child Line and Ofsted
- A clear and accessible complaints and compliments procedure
- Visits from the Independent Visitor
- Access to a cordless telephone to make private calls to family members if appropriate

- 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.
- (a) anti-discriminatory practice in respect of children and their families

The staff and managers at Virginia House do not tolerate any discrimination against children or their families on any issue including racial identity, physical appearance, sexuality, age, religion and disability. It is the responsibility of staff and management to challenge discrimination when it is apparent.

Virginia House provides placements to children and young people based on whether the child meets the admissions criteria and whether the home can meet the child's needs. Staff are recruited purely on merit and their ability to do the job. Those responsible for arranging placements and recruiting staff are aware of both positive and negative discrimination, and act accordingly. All staff are required to be aware of and challenge discriminatory actions whatever their source, including those of their colleagues and young people living at Virginia House. Tackling discrimination is a process of education not punishment. Children at Virginia House are supported to practice the faith of their or their family's choice and where necessary appropriate support and advice is provided by staff or from recognised sources within the child's chosen faith group

(b) children's rights

Recognising the rights of the children is central to the ethos of Virginia House. Staff receive training in ensuring that the rights of the children are met, and that if the child cannot take the responsibility that affords him/her those rights, the staff act on the child's behalf.

Education

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



All young people have the right to education and at Virginia House we understand the importance and significance of education in the lives of young people, and how education can develop and empower them. Education is a high priority and a great deal of emphasis is placed on encouraging the young people to reach their optimum potential and be the best that they can be.

The Registered Individual is a Primary school teacher and qualified SENCO. In her role at school she was also the Assistant Head of Inclusion. This experience will ensure that staff will be led and managed to ensure that high level, personalised support, guidance and strategies are put into place for all children and young people and those with special educational needs. They will be provided with the best academic chances and development available to them.

We believe that consistency from all those involved in the care of young people achieves positive outcomes and leads to young people feeling safe and looked after in all areas of their lives. Young people need to be emotionally supported in order to focus on their education, so it is vital that all agencies are working together to achieve the best possible outcomes for the individual.

Virginia House has a commitment to the young people's development and focuses on building social skills, independence skills and self-confidence. The young people are encouraged in these areas not only to engage them but to help them enjoy education. Rewards systems are in place to acknowledge progress and positive change the young people achieve in their lives.

Where possible the children and young people at Virginia House attend Special Schools in and around the local area and are transported by home staff.

In addition to this, the staff team also support and encourage all young people with their homework. There is adequate provision for private study, activities, hobbies and private meeting areas within the Home. Where appropriate, personal computers/laptops are provided with a desk and a chair within a bedroom area. Alternatively, there is a study area for all young people to access. All computers are protected, and activities supervised as and when appropriate.

In-House Tuition

Reflective practice has highlighted the need for flexibility for the young people in care and in our care in allowing them to access education. We recognise that some young people thrive better in small classroom sizes and on a one to one basis. Taking all this into consideration the home has links with teachers and tutoring which is available – either online or face to face to provide In-house tuition.

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.

The home is not registered as a school.

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.

Virginia House will promote and plan for appropriate education for each individual child, dependent on their needs. All children and young people will be expected to attend school, college or another suitable educational provision / apprenticeship. Placement in schools will be arranged in full consultation with the social worker, home manager and other relevant professionals including family where appropriate. There is an expectation that all children and young people will receive their full entitlement of 25 hours per week education and if this is not in place, a plan will be agreed with the education provider to support a regular increase in hours. Regular contact is maintained with all education providers to reduce the possibility of breakdown and to provide the support and encouragement usually given within a family setting. When young people are only at the home on a short-term placement their current school will be expected to provide regular work and funding for a regular tutor will be sought to ensure that the young person does not miss out on education during their stay.

As a young person approaches the end of Year 11, consideration is given to further education, training or employment by liaising with the National Careers Service and other related services, where necessary.

The home management has confidence that the collaborative approach to education and the support offered within the home and extended to schools, colleges and units, enhances

the opportunities available to the children and young people in their care thus assisting them in adopting a positive, confident attitude to the responsibilities and demands of adulthood.

Each young person's key worker is given the responsibility of discussing his/her schooling and education on a regular one to one basis; in conjunction with the home teacher when required.

The home supports and promotes young people's right to private study. Children and young people are provided with the opportunity to complete private study and research opportunities, in the study room at evening and weekends.

Children and young people have access to a range of educational resources to support their learning experience and have opportunities beyond the school day to engage in activities which promote learning.

Enjoyment and achievement

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

At Virginia House we have a responsibility to provide an environment that promotes a healthy lifestyle including encouraging the social and emotional development of the children and young people we care for.

The negative impact of insecurity and adversity early in life on the confidence, resilience and self-esteem of children and young people can result in lower goal setting as they try to protect what is sometimes a fragile and battered self-identity.

A sense of achievement for children and young people can be gained by providing opportunities to participate in activities, away from the formal education setting. Successful development of an interest or hobby can also spark a confidence to try new things and begin the upward spiral of positive thinking that can lead to success in other areas of life.

Recreational and sporting activities are promoted at Virginia House and participation in activities is seen as a way to channel negative energies, learn new skills, develop a level of fitness, develop social skills, teamwork and confidence and achieve positively. We would like young people to be able to participate in activities which are beneficial to their development but also enhance life opportunities and develop their abilities and talents. In

the early stages of the young person's stay activities will be based around what they like to do and in what they have been successful.

Any special interests will be catered for, especially if these have been a feature in their lives prior to admission. We want young people to continue to flourish in their strengths and build on their areas of improvement. Young people will always be encouraged to try new, different and challenging experiences, as we believe this will not only support them in the present but also the future.

We will support young people to not only take part in local based activities but also support the young people to partake in their own cultural activities whilst supporting those they live with to also share in the experience. We believe that our young people can help other young people to develop understanding about diversity and the home will actively promote a variety of special occasions.

We also want young people to have experience in different cultures and will plan trips which will enrich the young people's understanding of the world we live in. On a weekly basis the young people will be encouraged to participate in both individual and group activities. Young people are encouraged to pursue their own interests such as horse riding, singing or whatever their interests may be. We want young people to build on their talents but learn that they may have hidden skills. We will encourage young people to partake in groups such as youth clubs and will actively work alongside a number of organisations who promote young people's rights. As the young person begins to move towards leaving Virginia House, activities start to become tailored to their future placement or future income. It is seen as important that the young person might begin to enjoy activities that are realistic for them to develop and continue into their future. The home will also work its own in-house programmes with young people to offer them better options to move forward in life. The young people are encouraged to learn and develop independent skills which involve house chores, food preparation and cooking, learning budgeting skills along with inhouse activities of art and crafts board games and quizzes. Religious and cultural activities will be identified normally through the care planning process. All religious and cultural activities important to the young person and their family and will be vigorously researched and thoroughly supported by the staff team. Some of the activities young people will be able to engage in are:

Tennis
Swimming
Bowling
Singing
Cinema
Beach trips

Recreational facilities are made available to all children and young people in our homes as is appropriate to their individual needs. Home Managers and care staff will encourage the children and young people to experience and try a variety of hobbies. This may be through joining in school activities, youth clubs or sport centres.

Children and young people take part in age-appropriate peer activities as agreed with the home's staff in a way similar to how a reasonable parent might reach agreement with their children; taking into account the framework of the placement plan decision making and any risk assessment of the risk to the child.

Interest shown in other past times will be recognised, engagement with local charity events and organisation's which enable the children and young people to make positive contributions to the wider community will be encouraged.

Health

- **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.

Virginia House will promote the good health and well-being of all young people throughout their stay and will ensure that each person's physical, emotional and health needs are met at all times. Young people will be provided with guidance, advice and support on health and personal care issues.

As part of the admission process, staff work in partnership with parents and others to ensure that every child is registered with a local GP, dentist and optician and that arrangements are made for necessary visits and periodic tests.

Those holding parental responsibility will need to provide consent for the administration of medications and drugs. Thereafter decisions about who will be responsible for administering or consenting to emergency medical treatment will be taken after consultations with medical professionals, and those with parental responsibility.

Staff will record all details of such visits on individual records, including treatment and medication details. At Virginia House all medications (including non-prescribed) are stored in locked receptacles, are recorded on individual medical records held at the home.

All children at Virginia House can access direct specialist therapeutic and counselling services from Croydon CAMHS service. All care staff at Virginia House share a common responsibility to promote the health and welfare of all accommodated children.

We also have close links with therapeutic services that include drama and art therapy. The staff provide consultations to staff on how to support young people with their emotional needs.

Positive relationships

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

We will work closely with Social Workers in order to maximize the opportunities to be gained by the child or young person in our care. It is expected that Social Workers maintain regular contact with young people via visits and telephone calls. Our staff will work towards helping young people to liaise with their Social worker and will encourage them to attend all meetings involving decisions about their future.

There is no restriction on visits or telephone contact between young people and Social Workers. Copies of all reports, including significant incident reports and placement reports, will be sent to the appropriate Social Worker, in order to maintain a positive working relationship.

The parents of young people, other family members, legal guardians and significant others will be encouraged to participate in all aspects of the general welfare of the young person (where appropriate). The degree of involvement will obviously vary from individual to individual and there will be varying degrees of difficulty in each case, for example; the child or young person may refuse to make contact with their parent(s). Alternatively, parents may refuse to have contact with the child or young person.

It is the homes policy to actively facilitate these contacts. In appropriate cases, parents or significant others are encouraged to attend reviews and all relevant parties are informed of any decisions or developments, which may occur. Virginia House provides young people with access to a private telephone line, email and post at reasonable times and following appropriate risk assessment.

Parents and significant others are always welcome to visit. However, it is advisable to notify staff of intended visits, thus allowing for appropriate planning within the home.

It is our policy to seek social Worker guidance in respect of arrangements that are specific to the individual child or young person and whenever possible these links with family and friends in the home area are always encouraged. Visits home will be assessed as to whether they should be supervised or not and if an overnight stay is a possibility.

Protection of children

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

Monitoring and surveillance

At Virginia House we recognise surveillance and monitoring as a priority of safety. It is important that we strike a careful balance to maintain safety and not intrude on a young person's privacy and independence. The homes rota reflects a balance of staff working with the young people, so we maintain good communication and awareness of the young person's feelings and intentions. This is supported in daily routines of handovers, daily diaries and time out logs for activities and mobile phones.

The homes risk assessments identify levels of supervision required in any situation and this is written and reviewed in the context of what is reasonable for their needs and behaviours. The risk assessments are supported by missing from home and care protocol to ensure good communications and systems of reporting to the local Police Force.

Privacy and access

The privacy of our young people is promoted through the home's ethos, we believe that their right to privacy should be protected. The young people have their own bedroom, which is respected by all staff as their private space and staff do not enter unless invited in. Once a week or if required more than once the home will carry out a bedroom check to ensure health and safety. The young people are made aware of this.

The only time that staff would enter the young people's bedrooms uninvited is in the event that are not engaging with a professional who may be coming to see them. Additionally, in the event that the young person may be trying to harm themselves, cause considerable damage to property or if staff have a safeguarding concern. If staff have to enter a young person's bedroom under these circumstances, staff remain sensitive to the fact that this is the young person's private space and try to resolve the concern as quickly as possible. If

young the yo out an	nave significant concerns that would require them to conduct a room search then the g person is consulted with and asked to be present, staff fully explain the concerns to bung person and give them the opportunity to hand in the item of concern. Staff carry by room search mindful of not being intrusive into the young person's belongings, they areful when handling items and ensure that nothing gets broken or made untidy.	

- **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.

At Virginia House we ensure that children have trusted, supportive and understanding adults who can help them to effectively regulate their emotions and situations that cause them stress.

The strategies that are used to respond to challenging behaviours vary. The best approach to behaviour management is an individualised method that takes into consideration the idea that what works with one child may not work with another. Strategies will differ depending on the young person's age, temperament, experiences and ability.

The home encourages positive behaviours and there are reward systems in place. At Virginia House young people are encouraged and enabled to be involved in discussions and decision making concerning the day to day running of the home, including discussions concerning what constitutes acceptable and unacceptable behaviour and the rewards and sanctions that might apply. Involving young people in the rulemaking process is a way to ensure they understand and care about the guidelines that are set. It makes them feel empowered, which in turn we believe makes them more invested in following the rules. The home also believes that boundaries are much easier for young people to maintain if they are applied in a fair, understandable and consistent manner across the team and there is opportunity to discuss the implementation of rules. These practices form the basis of mutual respect.

The staff will support the young people to work through their behaviours, recognising that for many young people these challenging behaviours are a way of communicating the emotional challenges they face. For many young people they find it difficult to understand why they may react in a particular way, staff will support young people to understand the boundaries that exist both in the home and society. Key work will allow young people to be able to reflect on their behaviours and understand how these behaviours can have a significant impact on their lives.

Where discipline is breached within the home, staff will, if appropriate, in the first instance address the incident as an educative process, the young person being spoken to and advised on another course of action. If the action is repeated, this may then merit a sanction. Wherever possible, staff will discuss the issue with the young person and negotiate a fair and acceptable solution. All sanctions will be recorded in line with statutory requirements.

Measures to manage sanctions will be thought through by the staff and be creative, realistic and fitting to the actions of the young person. Staff will ensure they have not personalised a situation or acted unnecessarily punitively. In order to be effective, the sanction should be understood by the young person. Solutions may range from an apology through to verbal reprimands, loss of privileges, reparation or restitution, curtailment of leisure activities, additional house chores and increased supervision.

Staff at Virginia House have received training from Teamteach. This bespoke training will ensure that staff have the knowledge and understanding of the importance of using deescalation strategies where possible. It will also ensure that staff are aware of the concept of the conflict spiral, levels of behaviour and the need for an appropriate staff response in order to maximise the opportunity to calm the incident through non-verbal and verbal strategies where possible.

Additionally, staff will have the knowledge and understanding of a whole setting holistic approach to behaviour management, including the importance of self-awareness and self-control whilst managing challenging behaviour.

This strategy will only be used as a last resort, once all diversionary and diffusion techniques have failed. Such situations would be if a young person were placing themselves or others at an unacceptably high level of risk.

As a general rule, physical intervention of young people is rarely used and only if the young person is at risk of harming themselves, others, or of seriously damaging property. The staff team are trained in physical intervention techniques and the knowledge to recognise causes and triggers in negative behaviours. Additionally, staff will have the ability to utilise a variety of diffusion and de-escalation techniques that can be used to prevent crisis point. Only at crisis point are staff authorised to use restraint methods that keep the young person or others around them safe. Angry or violent outbursts can leave a young person feeling low, vulnerable, exhausted and alone. Once a restraint has taken place, a review of the incident is always suitably timed for when the young person has had a chance to recover, whilst ensuring the incident is still fresh in their minds. This is designed to support the young person in exploring their behaviour and considering other ways of dealing feelings in the future.

All staff will strictly observe the restriction involving non-permissible measures and will only employ techniques as part of their professional training. Only staff trained in Team Teach will be able to carry out physical interventions.

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).

The Registered Provider is:

Allinonecare Limited

20-22 Wenlock Road

London

England

N17GU

Company Number: 11825835

The Responsible Individual is:

Mrs Saima Naz Uddin

Director

Allinonecare Limited

63 Virginia Road

London

CR7 8EN

Telephone: 0208 405 0301 Mobile: 07949 008 005

The Registered Manager is:

Mrs Shehnaz Hamid-Mahmood

Allinonecare Limited

63 Virginia Road

London

CR7 8EN

Telephone: 0208 405 0301 Mobile: 07956 577 094 **19.** Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

The Responsible Individual – Saima Naz Uddin

Saima is a qualified SENCO and has been a Primary School teacher with over 20 years of experience. Additional roles have included Assistant Head of Inclusion and Deputy Safeguarding Lead. Saima has the ability to assess and ensure children gain the input necessary to achieve both academically, socially and emotionally. Her passion is to ensure that all children make progress from the starting point and she is able to work together with the child and adult to ensure learning styles and a child centred approach is adopted to cater for the individual's needs. Saima has also worked as the company secretary for a semi-independent unit. Additionally, she has worked as a consultant in the social care field and has been guiding and advising staff with regards to supporting young people in all areas for over 4 years.

Saima has supported the Registered Manager and staff to implement strategies that support the children who suffer from learning difficulties including educationally, emotionally, socially and if there are any behavioural difficulties. She has been able to support staff in implementing the targets as set out in the child's EHCP and placement plans.

The Registered Manager – Shehnaz Hamid-Mahmood

Shehnaz has over 25 years of experience in the social care industry and has worked within a Residential Children's Home setting for over two years. Prior to this she was working as a Deputy Care Manager for a home with vulnerable adults and young people. With extensive knowledge and experience of care and support for individuals with learning disabilities and behavioural issues, she is able to support and maintain a high standard of care for the individuals to help improve the quality of life and their day-to-day life skills. Shehnaz has completed the Level 5 Diploma in Leadership & Management NVQ and possesses the Levels 2 and 3 in Health and Social Care in Children and Young People.

Name	Post Held	Qualifications	Experience
IA	Senior Support Worker	BTEC Level 3 Extended Diploma in Health and Social Care Working towards NVQ Level 5 in Leadership and Management	Over 3 years of experience providing support to young people with complex physical and emotional needs within residential environments. Experience of communicating with young people in the method appropriate to them; Makaton, Verbally or use of PECS. Experience of working with young people with learning disabilities and learning difficulties.
AW	Residential Support Worker	NVQ Level 2 in Health and Social Care NVQ Level 3 in Health and Social Care NVQ Level 5 in Leadership and Management	Over 15 years' experience in the Social Care Sector. Experience of working with young people with mental health, trauma, social, emotional and challenging behaviours. Experience of working with young people with learning disabilities and learning difficulties.

ЕВ	Residential Support Worker	Working towards NVQ Level 3 Health and Social Care	Over 4 years' experience of working with children in a teaching capacity.
			Experience of working with SEN children, supporting, supporting students with dyslexia and ADHD.
			Has qualifications in Play and Tale therapy and is currently working towards gaining a qualification in Art Therapy.
SM	Residential Support Worker	Working towards NVQ Level 3 Health and Social Care	Over 6 years' experience with working in a college in the SEN sector as a learning support assistant.
			Experience of working with SEN children, supporting students with learning disabilities, down syndrome, speech and language difficulties, ADHD, dyslexia, mixed hearing loss and global development delay.

TM	Residential Support Worker	BTEC Health and Social Care Level 3	Over 1 years' experience supporting children with challenging behaviour such as ADHD. Supporting individuals with mental health needs and drugs abuse. Advising families and young people that are experiencing difficulties either short-term or long term.
HM	Residential Support Worker	NVQ Level 3 Health and Social Care NVQ Level 5 in Leadership and Management	Over 20 years' experience in the Social Care Sector. Experience of working with young people with ADHD, Autism, mental health, self-harm and learning disabilities.

GI	Senior Support Worker	Working towards NVQ Level 3 Health and Social Care	Over 9 years' experience of working with children and adults in a teaching capacity. Teaching students with moderate and severe autism.
			Experience of working with young people with ADHD, Autism, mental health, learning disabilities.
			Worked as an employability tutor and job coach providing careers guidance services to students in schools and college.
РВ	Residential Support Worker	Working towards NVQ Level 3 Health and Social Care	Support Worker experience working in Residential Care.
			Experience of working with young people with ADHD, Autism, mental health, self-harm and learning disabilities.

EW	Residential Support Worker	NVQ Level 3 Health and Social Care	Over 7 years' experience in the Social Care Sector. Experience of working with young people in Residential Care home settings. Personal experience of looking after a young child with Autism and ADHD.
BA	Residential Support Worker	Working towards NVQ Level 3 Health and Social Care	Support Worker experience working in Residential Care. Experience of working with young people with ADHD, Autism, mental health and learning disabilities.

JS	Residential Support Worker	NVQ Level 5 in Leadership and Management	Over 19 years' experience in the Social Care Sector, 13 years at management level. Experience of working with young people with ADHD, Autism, mental health and learning disabilities.
HA	Residential Support Worker	NVQ Level 3 Health and Social Care	Over 2 years' experience in the Social Care Sector. Experience of working with young people with ADHD, Autism, and mental health.
IU	Residential Support Worker	Working towards NVQ Level 3 Health and Social Care	Over 2 years' experience in the Social Care Sector. Experience of working with young people with ADHD, Autism, and mental health. Experience of supporting young people leaving care.

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 health care.

Responsible Individual (RI)

Saima Naz Uddin

(LLB, PGCE Primary, NASENCO, Level 5 Diploma in Leadership & Management)

Registered Manager

Shehnaz Hamid-Mahmood

(NVQ Level 2 and 3 in Health and Social Care in, Level 5 Diploma in Leadership & Management)

Residential Support Worker

HA

Residential Support Worker

EW

) '

Residential Support

Worker BA **Deputy Manager**

Senior Support Workers

IA and GI

ΑW

Residential Support Worker

Residential Support Worker

РΒ

Residential Support Worker

SM

Residential Support Worker

ΕB

Residential Support Worker

IU

Residential Support Worker HM

Residential Support Worker

TM

Residential Support Worker

JS

Staffing:

Registered Manager	1
Deputy Manager	-
Senior Support Worker	2
Residential Support Worker	11
Total Staff	13

All Support Workers including agency workers will be required to have a minimum NVQ Level 3 in Health and Social Care/Equivalent/Working towards it.

All permanent staff will be trained to undergo Restraint Training as per the home's approach to behavioural support. Only staff trained in Team Teach will be able to carry out physical interventions.

All new staff members are supported by their line manager to undertake an induction, supervisions, in house training and shadow shifts, with the probationary period being completed within 6 months.

Staff are supported regularly through a formal supervision process – once every 4-6 weeks. Continued Personal development is visited with each member of staff in every supervision ensuring that they have the opportunity to attend the required training and complete the qualifications relevant to their current or future roles.

Training will be provided on a regular basis to ensure all staff members are kept up to date with professional, legal and practice developments and complete any refresher training relevant to their roles.

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 team at Virginia House consists of mostly female staff members and some male staff members which works well in supporting the young people as they gain both positive role models from females and males. The young people are also encouraged to have appropriate role models outside of the home, this is through their education in the form of teaching staff, social clubs where they have both male and female youth workers as well as both sex professionals that visit the home. All staff whether female or male work in a professional manner with the young people. Male support workers will not enter a female young people's bedroom and will not be left alone. Staff work in a professional manner where

bedroom doors will remain open if keywork sessions or medication is taking place or another staff member will be a supervisor during these times.

Care planning

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

The home has a referral and admissions policy that supports all children and young people who move into a residential home to be admitted in a planned and sensitive manner. The home will ensure that arrangements are planned and executed in order to make the arrival and admission of a young person as pleasant as possible.

The home will aim, where possible to follow a model of admission in line with the schedules set out in The Care Planning Placement and Case Review (England) regulations 2010 amended 2013.

The home normally has planned admissions where the child or young person has a say in their placement and future plans for their care and welfare.

Admission of any child would be subject to all relevant paperwork and the arrangement of a planning meeting either on admission or within 7 days of the placement commencing.

Same day admissions will be considered following the same criteria. It is our expectation that following a same day admission a planning meeting be convened; this should take place within 72 hours. This will be discussed with the social worker and staff will begin to formulate a risk assessment and placement plan based on the limited information forthcoming from social services.