



# PORTCHESTER ROAD STATEMENT OF PURPOSE



**This Statement of Purpose has been prepared to meet the requirements of The Children's Homes (England) Regulations 2015 Regulation 16 - (1) Schedule**

**Contents**

**Quality and purpose of care**

- 1. 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.**
- 2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.**
- 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.****
- 4. A description of the location of the home.**
- 5. The arrangements for supporting the cultural, linguistic and religious needs of children.**
- 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.**
- 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.**

**Views, wishes and feelings**

- 8. A description of the children's homes' approach to consulting children about the quality of their care.**
- 9. A description of the home's policy and approach in relation to Anti-discriminatory practice in respect of children and their families & Children's right.**

**Education**

- 10. Arrangements for young people to attend local schools, promoting educational achievement and supporting young people with special educational needs.**

**Enjoyment and achievement**

- 11. 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**

**Health**

- 12. Details of any healthcare or therapy provided and qualifications of the involve in providing this.**

**Positive relationships**

**13. The arrangements for promoting contact between children and their family and friends.**

**Protection of children**

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

**15. Details of the home's approach to behavioural support, including the home's approach to restraint in relation to children and how staff are trained & assessed.**

**Leadership and management**

**16. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.**

**17. 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.**

**Care planning**

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

**19. Ongoing Planning.**

## Quality and purpose of care

### 1. The range of needs of the children

Portchester Road (PRD) provides a long term therapeutic care for young people who may have experienced trauma and may have Social, Emotional and Mental Health difficulties and Mild Learning Disabilities. In general we do not offer either emergency or short term placements to young people however these may be considered under very specific circumstances.

### 2. Services, ethos, outcomes and approach.

PRD is registered with Ofsted. Our Unique Reference Number is SC385809 and we operate in accordance with government regulations as a Children Home.

PRD is one of the residential homes within Fair Ways Community Benefit Society; which has other services including a therapeutic hub, schools, supported living, family contact centres, fostering and outreach services.

Our core assessments, placement plans, behaviour support plans, and supporting interventions are overseen by Fair Ways Hub who works in close collaboration with PRD management and staff team.

The services offered at PRD include:

- 24h care, 365 days per year.
- Access to full range of health care services.
- A therapeutic needs assessment by Fair Ways hub within first three months of the placement.
- Access to sensory profile assessment if required.
- Access to individual therapeutic intervention if required.
- Supporting and facilitating family time.
- Range of activities, hobbies, clubs, opportunities and holidays.
- Preparation for transition to independence.
- Preparation for reunification with family.

### Fair Ways Values

*'Fair Ways have four core values. Each and every member of Fair Ways is expected to play their PART (Professionalism, Acceptance, Curiosity & Transparency) and help others do the same. These are the lifeblood of our culture and are not negotiable.'*

**Professionalism:** We do what we say we will. We approach challenges with optimism and enthusiasm. We don't judge, we notice. We put the needs of the service before our own personal gains.

**Accepting:** We don't give up on people. We value all individuals and are willing to challenge them. We embrace each others differences as much as our similarities. We accept responsibility for our actions.

**Curiosity:** We give feedback, we invite feedback, we listen to feedback. We look inward before we look outward. We learn as much from our mistakes as from our successes. We listen to each other, learn from each other and grow together.

**Transparency:** We are always willing to explain why. We have courage to be open and honest. We live by our values even when no one is looking. We earn trust through transparency.

## PRD Values

**Safety & Security** are the foundational values of any children's home. It means creating an environment where young people feel protected, both physically and emotionally. By prioritizing safety and security, children's homes can provide a stable foundation for children to heal from past trauma, build resilience, and develop a sense of belonging.

**Education & Employment** form the cornerstone for young people's future independence and success. These values are about equipping young people with the knowledge, skills, and confidence to achieve their full potential. We will always ensure that young people are supported to access education and encouraged to aim towards employment opportunities that are both suitable and interesting to them.

**Community & Relationships** are interconnected and a vital part of young people's wellbeing, these form the heart of a thriving children's home. Building a strong sense of community is characterized by inclusion, shared experiences, open communication, collaboration and external connections. Having strong positive relationships with each other, the staff and their friends and family and being able to maintain these provide stability, foster emotional growth and build resilience.

**Therapeutic Interventions** are not strictly a "value" in the same way as safety or respect. However, they are a critical *practice* underpinned by strong values like care, empathy, and respect. They are the specific methods and techniques used to address the emotional, behavioural, and psychological needs of children in care. They are based on the understanding that many children in children's homes have experienced trauma and adversity, which can impact their development and well-being.

**Empowerment & Independence** focus on building young people's self-esteem, resilience, and capacity to make informed choices. Empowerment involves creating an environment where young people feel valued, respected, and capable of making a difference it means that we encouraging self-expression, building self-confidence and encouraging decision-making. Independence is about equipping young people with the skills and confidence to live independently. It involves life skill development, personal care, goal setting and transition planning.

**Health & Wellbeing** are fundamental to a young people's overall development and happiness. We promote and educate the young people around nutrition and healthy eating, ensure that young people have regular health checks and access to services and promote physical activity and sleep. We also ensure that young people can access counselling & therapy if needed and develop coping mechanisms.

## Therapeutic Model

We aim to give the young people a home that can help them in the process of recovery from developmental trauma. Recognising that the healing process depends on the quality and strength of our relationship with the young people we care for. Our model of therapeutic practice is informed by attachment-based theory and its specific practical implementation tool the form of PACE as a guide for the way we interact and relate to the young people. We draw from the work of the work of Dan Hughes' and Kim Gouling's models of trauma-informed care.

PACE is a therapeutic approach and guide for every day to day interaction with others that can be a powerful tool for us, the staff, to build strong connections with the young people in our care. It emphasizes four key qualities:

- **Playfulness:** This involves using a light hearted and engaging tone during interactions. It's about creating a fun atmosphere that helps young people feel comfortable expressing themselves freely.

- **Acceptance:** This means unconditionally accepting a young person's feelings and thoughts, even the negative ones. It's about communicating that we understand and value their emotional experience.
- **Curiosity:** This involves going beyond simply reacting to a young person's behaviour and instead trying to understand the underlying reasons behind it. We can achieve this by asking open-ended questions and seeking their perspective.
- **Empathy:** This means showing young people that we truly understand and care about their feelings. It's about validating their emotions and offering support.

By incorporating these qualities, PACE helps young people feel safe and secure within their relationship with us, the staff. This sense of safety allows them to better regulate their emotions, develop a positive self-image, and build strong social and emotional skills.

Ultimately, PACE fosters trust and connection between us and the young people, leading to more effective communication and cooperation.

There is a common misconception that being a therapeutic placement means that young people will receive structured therapy, from a professional. This kind of therapy is likely to be a small piece of time within the overall support that is needed for the young people. The House Model of Parenting is what we have chosen at PRD as our guide for the staff on how to

'All children thrive when they experience emotional connection alongside behavioural support. Developmentally traumatised children can only begin to recover when they experience this. The house model of parenting is built around this basic principle' *Hughes, Golding & Hudson (2019)*.

The House Model of Parenting offers a valuable framework for us to create a secure and nurturing environment for the young people in our care. Just like a house, a strong foundation is essential. This foundation represents a sense of safety and security, both physically and emotionally.

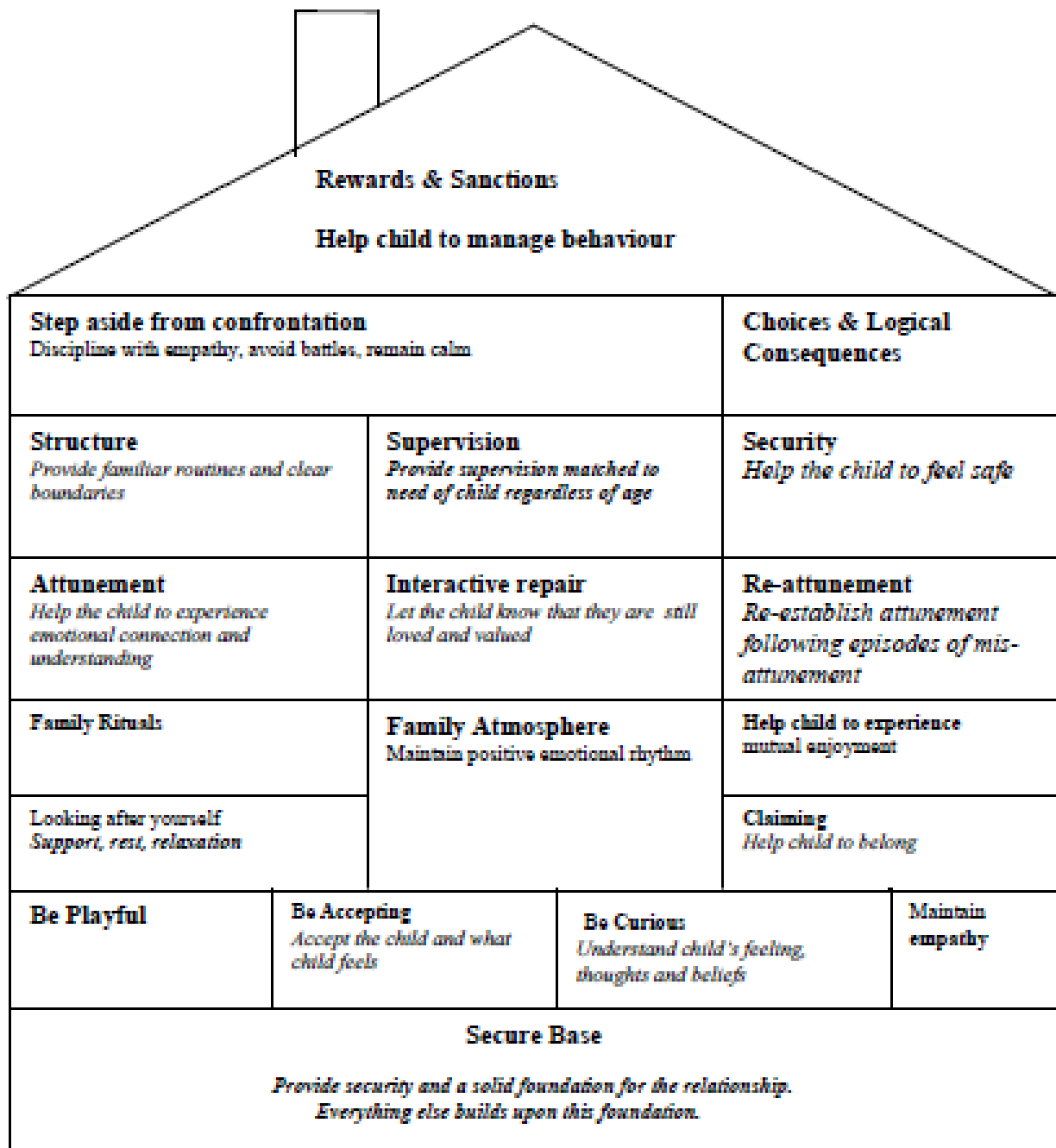
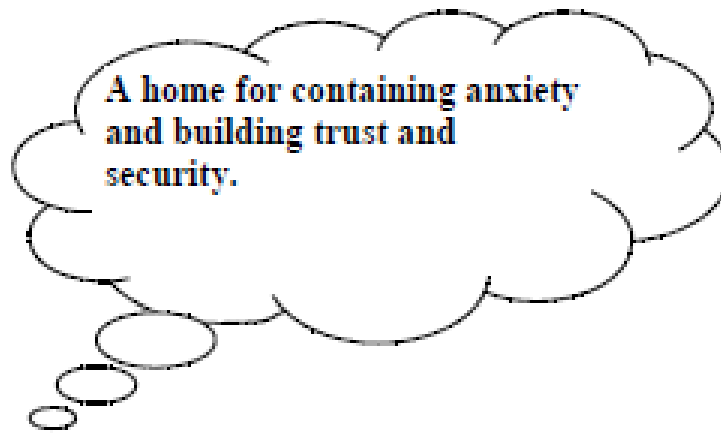
Our role is to build this foundation through:

- **Consistency and Predictability:** Establishing clear routines and expectations provides a sense of stability and fosters a feeling of "knowing what to expect."
- **Attunement and Responsiveness:** We strive to be attuned to each young person's unique needs and emotions. Actively listening, validating their feelings, and offering support builds trust and connection.

With this secure base in place, we can focus on the other key aspects of the model:

- **Building Relationships with PACE:** By incorporating PACE into our interactions, we can build strong, positive relationships with the young people. These relationships are the cornerstone of effective communication and behaviour management.
- **Structure and Supervision:** Providing clear and consistent boundaries alongside appropriate supervision allows young people to explore their independence within a safe framework.
- **Creating a Positive Atmosphere:** We nurture a positive and supportive environment by establishing positive routines, celebrating achievements, and creating meaningful family rituals. This fosters a sense of belonging and well-being.
- **Self-Care for Staff:** Recognizing the importance of our own well-being, we prioritize self-care practices to ensure we can be the best possible caregivers for the young people entrusted to us.

By incorporating the House Model's principles, we can create a safe haven where young people can feel understood, supported, and empowered to reach their full potential.



The House Model of Parenting, *Healing Relational Trauma with Attachment-Focused Interventions – Dyadic Developmental Psychotherapy with Children and Families*. Hughes, Golding & Hudson, 2019.

We hold monthly group reflective meetings that are facilitated and guided by the teams within the Fair Ways Hub, in these safe spaces staff can reflect on their own practice, emotional responses to difficult situations, and look in depth into the communicative function of behaviour, including their own.

## **Independence**

For young people leaving care, independence and life skills are like a launchpad to adulthood. These skills, from cooking to learning to drive empower young people to manage their own lives and boost their wellbeing. Having good independence and life skills increases all types of opportunities in life for positive outcomes. Ultimately, these skills are essential tools for navigating adulthood with resilience and achieving their full potential.

At PRD we prioritize fostering independence and preparing young people for a successful transition to adulthood. Here's how we ensure a smooth and individualized journey:

- **Individualized Plans:** We begin planning well in advance, tailoring a plan to each young person's unique needs, aspirations, and goals. Some young people take on aspects of independence far sooner than others, and we recognise that progress is not always linear.
- **Collaborative Approach:** We involve the young person, their parents (where appropriate), their social worker, personal advisor, and other relevant professionals in the planning process, ensuring everyone is invested in the young person's success.
- **Life Skills Development:** We aim to equip young people with essential life skills like budgeting, cooking, self-care, and navigating public services. This empowers them to manage daily tasks and build confidence.
- **Education and Training:** We actively support the young person's education or vocational training. This could involve helping them apply for programs, liaising with schools or colleges, or exploring career options that align with their interests.
- **Engaging with the community:** Our aim is to try and find young people a hobby, club or activity that will give them a shared interest with others, so they can find and engage with like minded people in their community.
- **Safe Housing Options:** We work closely with others to explore safe and secure housing options for the young person after leaving care. This could involve a transition to supported living, reunification with family, independent living, or other arrangements with support networks.
- **Financial Resources:** We work with personal advisors to ensure that young person have access to any necessary financial resources or benefits they may be entitled to. We will involve helping them understand budgeting and managing personal finances.
- **Ongoing Guidance:** Even after they leave our care, we offer ongoing support and advice. This could involve regular check-ins, connecting them with community resources, and offering a listening ear as they navigate the challenges and triumphs of adulthood.
- **Any ongoing contact between young people and staff will need to be formalised with the local authority. Wherever possible we aim to continue our involvement with young people via the Staying Close project.**

This is a continuous process, and we strive to adapt and improve our planning strategies to best serve the needs of the young people in our care. Our goal is to empower them to reach their full potential and thrive as independent adults. When independence planning for young people, staff are able to draw upon some of the following resources and guides.

*Care Leavers Survival Guide, 2023-2024* - designed by former children in care from Oxfordshire.  
*A practical guide for care leavers, October 2022 – The Childrens Commissioner*  
*Building independence through planning for transition – NICE*  
*Keep On Caring Supporting Young People from Care to Independence July 2016*  
*Life Skills for Teens: How to Cook, Clean, Manage Money, Fix Your Car, Perform First Aid, and Just About Everything in Between*



## **Key working**

At PRD, where stability and positive relationships are crucial for adolescents, the role of the keyworker takes on even greater significance, each young person is allocated two. A keyworker is a designated staff member who acts as a primary point of contact and champion for a specific young person. Their purpose goes beyond simply providing daily care; they strive to build a trusting and supportive relationship that fosters the young persons' well-being and independence. While building rapport is a cornerstone of the role, keyworkers also handle a variety of practical tasks tailored to address the needs of the young people. Our keyworkers are responsible for knowing their key child's history in detail, their current needs, views and wishes, advocating for them, keeping their core documents & plans up to date and effective, attending meetings, supporting independence plans, developing life skills, booking family visits, maintaining their bedroom, managing allowances and much more.

## **3 A description of the accommodation offered by the children's home.**

### **(a) How accommodation has been adapted to the needs of children cared for by the children's home.**

PRD is a large, detached house that comprises of five good size bedrooms for young people, two of which have ensuite facilities, there are two lounge spaces, a dining room, a shared bathroom, a kitchen, an office, a WC, a staff bedroom/office space and some storage spaces.

In line with creating a therapeutic environment we work very hard to ensure that the home is as homely as it can be and wherever possible, free from any institutional type features or signage. Whenever we are looking to re-decorate or freshen up areas of the home we will always seek the opinions and involvement of the young people.

Each child is encouraged (often prior to admission) and able to decorate their bedrooms to their own taste to promote individuality. Each young person's bedroom is fitted with TV and plenty of storage space. Some of our children have a dressing table, computer table (and chair), bookcase and vanity mirror – each child's furniture also reflects their tastes and interests. Each of our young people are able access a separate WIFI connection in their bedroom so we can place different limits for each person.

We have a good sized garden and make good use of this space, comprising of chickens, vegetable patches, fire pit, a summerhouse, garden shed and swimming pool in the summer months. We always ensure that there are a good selection of garden games, although we encourage young people to use more open spaces for things like ball games or riding of bikes etc.

### **(b) the age range, number and sex of children for whom it is intended that accommodation is to be provided.**

PRD is able to offer a home to five young people aged between 12-18 years and we offer places to both sexes.

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

PRD is situated in Portchester a small, mainly residential town in Hampshire in close proximity some other big towns and located in between two major cities, Portsmouth & Southampton. The home is located on a main road and is discreetly nestled in between other neighbouring properties. The proximity to the major cities ensures that we have access to city-based undertakings, leisure activities, educational and career opportunities. We also have easy access to many beaches & seaside areas and we are at the foothills of the Southdown's.

## **5 Supporting the cultural, linguistic and religious needs of children**

PRD welcomes young people from all cultural backgrounds and can support them in holding and maintaining any religious beliefs and carrying out any spiritual practices they wish to. The wishes of the children's family in respect of their cultural/religious needs are, of course, taken into consideration. The home holds the view that discrimination is unacceptable, and young people are expected to actively demonstrate tolerance, understanding and empathy for every individual. Care staff are expected to be curious and to celebrate our "differences" and actively support young people's cultural, ethnic, linguistic, and religious needs as part of individual care.

We are situated very close to larger urban communities of Portsmouth and Southampton which have very diverse communities and access to specialist foods, hair and skin care facilities, religious and cultural centres as well as a wide range of cultural events. If required, we are able to support a child attending a place of worship of their choice within the local community. Staff will respect the child's right to having a lack of faith.

## **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**

We recognise the importance of a young person's right to comment on or complain about any aspect of their care, the home, the staff or daily issues. Also, those representatives, relatives, and other significant people who may wish to complain, have access to the same procedure that is provided upon admission.

A complaint is a written or oral expression of dissatisfaction or disquiet in relation to concern about the quality or appropriateness of services, delay in decision making about services, about delivery or non-delivery of services or about a disputed decision.

We have based our procedure on the principles listed below:

The central principles for our complaint's procedure are:

- The welfare of the young person is paramount.
- Any concern about the quality of care must be fully explored.
- Investigations should be thorough, timely and consistent.
- All parties should be treated with dignity and respect.
- All staff and young people will be supported and treated fairly.
- Staff will have an opportunity to respond to any concerns raised about them.
- Confidentiality needs to be upheld throughout.
- All forms of complaints will be logged in a central register.

Any complaint will be addressed seriously and without delay. A complaint will be fully responded to within a maximum of 28 days and children, parents and the placing authority kept informed of the progress. We recognise that any failure to respond promptly and sympathetically to a complaint in its early stages can sometimes lead to serious problems at a later date.

In most circumstances we will always try and resolve any complaints on an informal level with the Registered Manager (Unless the complaint is against them, in which case it is dealt with by the Responsible Individual) in the hope that they can be resolved as quickly as possible, reducing anxiety to the young person. Many complaints are an expression of dissatisfaction and can be easily explored and remedied to the young person's satisfaction. For those complaints that cannot be remedied by informal discussion, the young person will be given support to follow the process through to formal investigation and resolution.

All formal complaints are recorded and held on our electronic files within ClearCare.

If young people have complaints about their social workers or local authority young people are supported to explore their rights on the <https://www.childrenscommissioner.gov.uk/help-at-hand/> website and or make a complaint using their local authorities online service.

Complaints by any party can be referred directly to OFSTED at any time. Their main office address is Piccadilly Gate, Store Street, Manchester M2 7LA. Telephone: 0300 123 1231.

It should be noted that this procedure does not replace child protection/safeguarding, grievance or disciplinary procedures, which can run concurrently with any action taken under the representations and complaints procedure.

Complaints policies can be requested from [policies@fairways.co](mailto:policies@fairways.co) or by contacting the home management directly.

## **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.**

	Contact Number	Email Adress
Ben Hancock, Registered Manager	07394564260	Ben.Hancock@fairways.co
Sharon Blackall, Deputy Manager	07936 959740	Sharon.Blackall@fairways.co
Bret Noades, Head of Service & Responsible Individual	07763 876 837	Bret.Noades@fairways.co
Laura Rowe, Director of Residential and Family Services	07467 220077	Laura.Rowe@fairways.co
Eileen Calnan, Designated Safeguarding Officer at Fair Ways	07851251978	Eilenn.Calnan@fairways.co

All the policies and procedures related to safeguarding and protecting children are available for all staff members in electronic version on the Access system. When new policies and procedures are created or have key updates, we share these with the team via our team meetings and internal communications systems.

Our designated Safeguarding Officer, Director of Residential and Family Services, Registered manager and Responsible Individual are responsible for the co-ordination of all aspects of safeguarding policies and procedures and ensuring that staff and young people are familiar with those that apply to them. All staff in the home are expected to always adhere to these policies, and report immediately if they are being breached in any way. In order for effective safeguarding of young people to take place then it is imperative that these policies are looked at collectively. Safeguarding, Whistleblowing, Behaviour management, E-Safety, Data Protection, Duty of Candor, Complaints, Allegations and Disclosure policies can all be requested from [policies@fairways.co](mailto:policies@fairways.co) or by contacting the home management directly. These policies listed above are just some of the core document that guide the way we work, safeguarding the young people is however covered in many other policies and procedures and guides most of the decisions we make about the home.

Young people in the home have a right to and must be enabled by staff to feel safe and be safe. They will also likely need support to understand how to protect themselves, feel protected and be protected from significant harm. In order to achieve this, we strive to place the utmost importance on adhering to our therapeutic ethos which places a strong value on making positive relationships with the young people. This generates a culture of openness and trust and this also ensures that staff remain alert and aware of any signs, which may be subtle, that might indicate a young person is in any way at risk of harm. This should develop an ethos that encourages young people to feel confident about themselves and be able to tell someone they trust about any concerns or worries they may have.

We recognise that the previous life experiences of young people living in care may make them more susceptible to risk factors in the community. When they are placed in care, they should receive support and protection from potential harm and receive the best possible standards of care available to them. Safeguarding children living in children's homes can be particularly challenging and requires those caring for them to be aware of the need to provide robust protection and to know what action to take if a child has suffered or is likely to have suffered significant harm.

Bullying - We see bullying as an infringement of a person's human rights, whilst understanding that bullying behaviors may have become learnt through our young people's previous life experiences, staff promote, and role model a kind and caring environment to live in. Regardless of the motivators behind bullying, under no circumstances is it tolerated at PRD. We are proactive in our approach towards bullying with our attempts to foster positive relationships in the home and address incidents immediately. In order to educate our young people and prevent episodes of bullying, they are expected to discuss and sign our anti-bullying protocol soon after arrival. We have adjusted this a few times over the years, involving the young people in the decision about how we do so via our community meetings.

If there are any incidents of bullying, we expect staff to do the following:

- Report incidents of bullying to their Line Manager/Senior and ensure that all incidents of bullying are recorded.
- Work with our Young People in a way that enables/empowers them to speak up about and hidden bullying behaviours.
- Use a restorative approach to work with Young People who demonstrate bullying behaviours to enable and encourage them to alter their behaviour.
- Take time to be with Young People who have been the victims of bullying.
- Work with and support Young People to enable them to report serious incidents to the police.

We operate with high staffing in the home and so this provides extra vigilance around any bullying or intimidation. Staff discuss these incidents in debriefs and ensure any concerns or suspicions of bullying are handed over to other staff members, discussions around bullying are also held within staff team meetings.

## **Views, wishes and feelings.**

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

As part of the homes aims to be therapeutically minded we have moved away from having young people directly involved in things like risk assessments, behaviour management plans as these are often very shame inducing documents to read over for young people. Instead, we discuss and key changes with them, aiming to do this together but keeping in mind that safeguarding is the key principle. More than anything else the way we get the young peoples views on everything, is by having a relationship with them and speaking to them. Of all the procedures below, most of these are just variations of conversations.

Community Meetings - The structure of these meetings tends to contain certain agenda items in relation to practical parts of running the home like the shopping list, activities requested by the young people and what improvements they would like to see happen in the home. We can update the young people about any new staff or young people that may be joining the home. The meeting has a weekly topic which can range from topical events happening in the world, holding honest conversations, bike safety, how to make a complaint, to internet safety. We have had and will continue to invite visitors on occasion including the local Policing teams, sexual health advisors independent visitors. These meetings function as a positive way of discussing and resolving any group conflict or disruptions in the home. Most of the requests that the young people make never

even make it to the community meeting and are decided with keyworkers and the management team.

Day to day, keyworker sessions and significant conversations - In many ways we have moved away from labelling 'keyworker sessions' with the young people. We have found over the years that reducing this sort of language increases the engagement with the young people. While we still place an importance on keyworkers aiming to have some more in-depth conversations as well covering some of the practicalities of life, we recognise that any member of the team can cover all aspects of these also. We record these conversations on our ClearCare system for a number of reasons, firstly these so that the young people have a record of their care and time with us and also to keep the rest of the team up to date with what is currently happening in the young people's lives. We have recognised over the years that staff in children's homes can often inadvertently seem to nag the young people, simply by a few staff members unknowingly having the same conversations, this is due to the set up being so different from a family home, or foster environment. Recording these conversations reduces the likelihood that the team will accidentally come across as nagging the young people. Safeguarding the young people often involves some of the key details about things that they are speaking with us about. Having a record of these allows us to spot trends and be able to look back over time.

Core group meetings – we ask that keyworkers aim to have a formal catch up meeting with the young people once per month that aims to discuss a variety of topics, as well as try to engage the young people with the homes reward based procedures. We have found that these meetings are an effective way to involve young people in working towards positive outcomes for themselves. We can also use these as an opportunity to possibly discuss more serious or often shame inducing topics, that we can then not directly discuss with the young people for some time if possible. As these meetings can often be difficult to engage with we offer a small reward for doing so after the meeting, or hold the chat somewhere that the young people chose.

Meetings – Young people are always invited to attend any meetings which are pertinent to them or we aim get their wishes & views to be shared by us if they do not wish to do so in person. Their will often be times and occasions when young people are not invited to certain meetings or parts of meetings, and we will remind them that it is perfectly normal for adults that care for young people to have discussions about their care in private. Upon admission and periodically we remind the young about their right to be able to speak with an advocate and encourage them to speak with our independent visitor.

Team around the young person – we aim to ensure that young people are regularly meeting with their social worker and have the opportunity to meet with their independent reviewing officer.

Bi-annual feedback forms – These take account of young people's views, thoughts and wishes in relation to safety, the home, rules, boundaries, family, local authority, education, leisure, hobbies, friends, and much more. These allow us to be able to track the way the young people feel about certain aspects of their care and the home. Over time we have been able to see changes and positive improvements about the way which care is provided.

## **9 A description of the home's policy and approach in relation to *Anti-discriminatory practice in respect of children and their families; and Children's rights***

Positive adult role models are considered of the utmost importance in demonstrating kindness, respect, and fairness towards everybody. Young people are encouraged by this example to address any aspect of discrimination within the home. PRD is a place which promotes and values diversity and equal opportunities. *We are committed to promoting a positive and diverse culture in which all children and staff are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex, or sexual orientation.* All young people and their families are treated with respect and accorded the maximum privacy, personal choice, and autonomy within the overall requirements for safety.

*At PRD, we aim to increase young people's self-worth and self-esteem, to develop respect for themselves and others, understand their rights and know how to about challenge discrimination. Young people will be cared for by staff who have been suitably trained in all aspects of equality and diversity including legislation and their responsibilities around this.*

*Fair Ways is committed to practices that uphold the principles of the following:*

- *Children Act 1989*
- *Children Act 2004*
- *Community Care Act 1990,*
- *Care Standards Act 2000*
- *Disabilities Discrimination Act 1995*
- *Sex Discrimination Act 1975/1986*
- *Race Relations Act 1976*
- *Human Rights Act 1998*
- *United Nations Convention on the Rights of the Child (Article 12)*
- *National Standards for the Provision of Children's Advocacy Services 2003*
- *Children's Homes Regulations including the Quality Standards (2015).*

## **Education**

### **10 Arrangements for young people to attend local schools, promoting educational achievement and supporting young people with special educational needs.**

We place great emphasis on education and on supporting young people to achieve in this vitally key area. All young people must have a Personal Education Plan to help everyone gain a clear and shared understanding about the way in which to support the young people best.

If due to negative experiences, there is a complete breakdown of trust or felt safety and if a young person is unable to go to school, PRD work with the local authority, virtual head and SEN teams to arrange for some alternative provision or options. During this time the aim should be to work towards a time when young people may be able to re-enter a school, college, special provision, other training or employment.

We aim wherever possible to have young people within schools that are local to the home, there may be instances where for the sake of consistency young people may travel some distance for their education, this will always be in conjunction with their wishes and if long travel becomes an issue we will look for an alternative arrangement.

We will also work with The Virtual Head who is responsible for promoting the educational achievements of looked after children, regardless of where they are placed. This ensures the best quality education and training to meet the needs and aspirations of young people in care and equip them with the qualifications and skills needed to progress and participate fully in society.

Young people at PRD often have a wide range of special educational needs including learning, emotional and/or behavioural difficulties that require a special educational provision to ensure each young person achieves their learning potential. Other forms of need that may be undiagnosed e.g. dyslexia, dyscalculia, speech and language difficulties or specific difficulties such as those arising from autism or attention deficit disorder if not able to be assessed in school, can often be assessed by the Fair Ways Hub team.

We encourage young people to realise the importance of education and understand the benefit that formal education and qualifications can play later in their life. We often include positive engagement and or attendance within the young peoples target and reward systems to encourage this further.

The staff at PRD work in partnership with the education staff and Local Authorities to support children with Special Educational needs as identified through their Education Health Care Plans, IEP's, PEP meetings and CLA Reviews. We aim to act as advocates on behalf of our children and support attainment, admissions, attendance, or conduct, as a typical parent would do. We have a positive holistic view of education looking at non-traditional and enjoyable learning opportunities to promote learning within and outside of the home setting.

As our young people are approaching the age at which they may want to seek part time employment or an apprenticeship scheme we are able to support them to think about the skills or knowledge they may need. We will support with CV writing skills and we can offer young people the opportunity to have a 'mock job interview' with our recruitment teams within Fair Ways head office. This allows young people to gain some practice going into a big unknown environment and spending some time talking about themselves with people that they don't know. This can replicate the feeling of going for an interview, but without the added pressure of a potential rejection for a job.

We encourage and invite the school to attend our TAC meetings (*see Care Planning*), so that all professionals directly involved in the child care can have the opportunity to meet and discuss most current developments and supportive strategies. We also include the educational facilitators in the homes weekly update reports.

Fair Ways have our own Ofsted registered schools catering to young people that require a SEMH, ASD or a Post 16 Education & Training provision. All our educational packages are tailored around the needs and abilities of the individual child and can be discussed with our placements manager upon request to the management team.

## **Enjoyment and achievement**

### **11 The arrangement 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**

All Young People at Portchester Road are given the opportunity and support to continue any hobbies or activities they currently have when they arrive or to try out any new hobbies that are of interest. Activities are recognized as an important opportunity for our young people in meeting social and developmental needs including self-esteem and we encourage these in and outside of the Home.

Weekly community meetings allow our Young People to discuss their preferences and to make a weekly plan of activities. The staff team plan a range of recreational activities with Young People as part of daily living and we have certain activities in the home like quiz nights, movie nights, takeaways and other cultural celebrations.

As our young people work towards independence, we look to find hobbies and activities that are easily accessible during transition to adulthood. We recognize that having a passion or an interest is a way in which we young people can meet other young people and build relationships.

We aim to organise activities that sit outside of the young people comfort zones, recognising that this is the area where people learn and grow. We will try to take a gradual task exposure stance towards this and we recognise that every young person has the right of self-determination and choice and we will never force a young person to do any activity that they do not wish to do.

We try to ensure that the young people are always planning or have arrangements in place for big days out and special activities/events so they have something to look forward to. Primarily these tend to fit around school holidays and sometimes weekends and these include trips to theme parks,

music concerts & festivals, sports events, outdoor adventure activities and weekends or breaks away from the home.

Young people at PRD are only limited by their imagination in terms of what activities, hobbies or pursuits they may wish to try. We feel as though we are able to accommodate or offer almost anything and will try our hardest to do so.

Our staff team understand how young people in care can easily become isolated from the local community. We actively encourage our young people be involved in our local community, understanding the importance and impact it can have on their future independence. By understanding the individual needs of the Young Person, we are able to work with groups that that are appropriate to them.

We encourage all young people to learn to drive while they are with us, and will support young people with their theory driving exams. We have in the past had many young people take up this offer and we recognise that having the ability to drive is a strong aspect of employability and creates opportunities for work.

## **Health**

### **12 Details of any healthcare or therapy provided and qualifications of the involve in providing this.**

When our young people come to PRD we ensure that they are registered with a local GP, Dentist & Opticians who will deal with both routine and emergency treatments, they will also receive an annual health review with the local LAC Nurse. PRD have Individual Health Plans in place to pull together health related issues into a simple monitor and track all medical issues and appointments ensuring that optical and dental treatment is provided, and health needs are met. A written record is kept of all doctors, optician or dental appointments with any treatment, prescribed medicines and any follow-up advice documented – which in turn could become part of the child's Placement Plan.

Young People are supported and encouraged to take ownership over their own health needs and make informed decisions on their health. This includes being aware of what support is available to them, young people with special medical needs are encouraged and supported to attend specialist clinics e.g. ADHD, asthma, severe allergies, epilepsy, hearing etc. in order to promote positive health care.

Medication and other treatments are not given without a young person's consent or/and the consent of those with parental responsibility. All medicines are kept in a locked room and locked in the medical cabinet however we aim for young people to work towards self-administrating their own medication in line with their independence and care plan with the aim of supporting moving forward.

The staff team have an important role in the health education of our young people at PRD. We provide young people with guidance, advice and support appropriate to their age, needs, culture and wishes in relation to health issues. This may include alcohol and substance misuse, smoking, sex education and sexual health. They are also taught about the benefits to their health of good nutrition and diet, adequate exercise, sleep and personal hygiene.

PRD staff should encourage the young people to be as physically active as possible day to day, offering more formal types of structured exercise where possible. Once our young people reach 16 years of age we offer them the ability to have gym memberships locally and we have at time invited personal trainers into the home for group workout sessions. We have some simple physical exercise equipment available in the home that the young people can use.

The Fair Ways Hub supports the following:

- Children's therapeutic needs assessment



- Sensory profile assessments
- Cognitive assessments
- Direct 1:1 therapy or dyadic therapy
- Group reflective supervision and management reflective supervisions
- Staff training in a range of specific subject areas
- Attendance at meetings in relation to young people

Access to specific external assessments as required (e.g. Educational Psychologist)

The (Hub) clinical and therapeutic department is a multi-disciplinary therapeutic service central to all other Fair Ways services. The Hub works primarily with Fair Ways services to ensure children's emotional, social, and educational needs are identified through effective screening and clinical assessment. The Hub team work with Fair Ways staff teams through supervision and training to ensure young people receive the most appropriate support and evidence-based interventions to help meet their needs. The Hub will deliver specific, time-limited evidence-based interventions where appropriate following a comprehensive clinical assessment.

The Hub also works with local mainstream and specialist services including wider professional networks to ensure seamless pathways for care and treatment and to help identify appropriate thresholds between The Hub and Community CAMHS. If a child presents in mental health crisis, the role of The Hub is to ensure the Fair Ways staff team seeks emergency treatment for the young person through the appropriate physical and mental health services. The Hub does not act as an

<b>Name and job role:</b>	<b>Qualifications and membership/registration</b>
<b>Lorna Taylor</b> Head of Therapeutic Services	<ul style="list-style-type: none"> <li>• AdDip Mental Health Nursing</li> <li>• NMC Registered Mental Health Nurse</li> </ul>
<b>Claire Pemberton</b> Clinical Nurse Specialist	<ul style="list-style-type: none"> <li>• BSc (Hons) Nursing</li> <li>• NMC Registered LD Nurse</li> </ul>
<b>Katherine Brown</b> Therapeutic Social Worker	<ul style="list-style-type: none"> <li>• Postgraduate Certificate in Systemic Practice</li> <li>• Masters in Social Work and DipSW</li> <li>• Social Work England</li> </ul>
<b>Amy Robertson</b> Therapeutic Social Worker	<ul style="list-style-type: none"> <li>• BA (Hons) Social Work</li> <li>• Social Work England</li> </ul>
<b>Rebecca Barrett</b> Clinical Psychologist	<ul style="list-style-type: none"> <li>• Doctorate in Clinical Psychology</li> <li>• HCPC Registered Clinical Psychologist</li> <li>• Chartered BPS Psychologist</li> </ul>
<b>Hayley Proctor</b> Occupational Therapist	<ul style="list-style-type: none"> <li>• BSC Degree Occupational Therapy</li> <li>• Sensory Integration Practitioner</li> <li>• Member of the Royal College of Occupational Therapists</li> <li>• CYPF Member</li> </ul>

<b>Amy Keyse</b> Occupational Therapist	<ul style="list-style-type: none"> <li>• BSC Degree Occupational Therapy</li> <li>• Member of the Royal College of Occupational Therapists</li> </ul>
<b>Stephanie Fiford</b> Creative Therapist	<ul style="list-style-type: none"> <li>• BA Early Childhood Studies</li> <li>• MA Music Therapy</li> <li>• PGCE General Primary</li> <li>• Member of the British Association for Music Therapy</li> </ul>
<b>Zara Le Peuple</b> Psychotherapist & Systemic Practitioner	<ul style="list-style-type: none"> <li>• Systemic Practitioner, Hypnotherapy AdDip</li> <li>• CBT Psychotherapy</li> <li>• AdDip Psychotherapeutic counselling</li> <li>• Chartered BPS Psychologist</li> <li>• Accredited with BACP and NCPS</li> </ul>

emergency service and Fair Ways staff will be supported and educated on appropriate care pathways in the case of an emergency.

## **Positive relationships**

### **13 The arrangements for promoting contact between children and their family and friends.**

We recognise the importance of young people maintaining or even improving relationships between with their family and friends. At PRD we feel we are able to support young people with any kind of arrangement to spend time with their loved ones, these plans are discussed as part of the admission process. Family and friends are able to visit the home and we would actively encourage this.

We value the views and wishes of the child regarding family time and will advocate for them in their best interests if they wish to change the arrangements. We do not force young people to attend family visits, and we would never remove these because of any negative behaviour. All time with family and friends is recorded on our system, ClearCare. We use this to monitor time keeping, interactions, and mood and presentation of the young people before, during and after time with family & friends. Any concerns will be reported to the Registered Manager and Social Worker.

Time meeting with social workers, legal advisers, advocates, and independent visitors are unrestricted and private for everyone. These meetings will also be recorded on ClearCare to monitor regularity of visits, as well as the young persons mood and presentation; before, during and after.

Young people can spend time with their friends, either at their homes or in the community and we are able to facilitate activities for them. This will always be risk assessed depending on the age and needs of the young people.


## **Protection of children**

### **14 A description of the children's home's approach to the surveillance and monitoring of children.**

Day to day supervision of our young people is paramount however we recognise that adolescent young people require certain freedoms both within and outside of the home. As established elsewhere in this document, the key way we can protect our young people is by knowing them well, and having a relationship with them. Knowing them allows us to spot patterns in their behaviour so we can notice change, and the relationship will promote honesty and allow us to speak with them when we have concerns.

Within the home, we utilise an electronic door alarm system during nighttime hours that is fitted to young people's doors and exterior doors. The purpose of this system is to help monitor and safeguard all young people. All young people's bedrooms, and exterior doors are fitted with sensors. This alerts us when a door is opened and/or closed, which discreetly notifies the team when young people are up in the night, or if they leave the home. All the children and placing authorities are made aware of any sensors that are installed when they come to visit PRD, before being placed. We request that Social Workers also sign a consent/acknowledgement form to state they are happy for this alarm system to be used to ensure safety of all parties.

Within the home, there is an inbuilt electronic security system that monitors the home's internet use and web-based activity. This is called Draytek Content filtering, and it helps to filter out and block inappropriate content, such as websites with sexual, violent, or other adult-oriented



content on the children's computers. The young people are made aware of these internet restrictions and safety measures via the homes in house mobile and device usage contracts.

We may search the young people's bedrooms if we believe that they may have anything illegal or dangerous. We will always aim to gather consent from the young people prior to do so if the situation allows. Any electronic device searches will be agreed with the social worker and a plan will be drawn up to establish the specifics of this.

## **15 Details of the home's approach to behavioural support, including the home's approach to restraint in relation to children and how staff are trained & assessed.**

Positive behaviour and relationships should be reinforced, praised, and encouraged; poor or unsafe behaviour should be challenged and discussed. The development of safe, stable, and secure relationships with adults in the home should be central to the ethos of the home and support the development of secure attachments that, where appropriate, persist over time.

By far the most effective tool the home uses to maintain positive behaviour is the creative use of rewards. Rewards and praise form an important part of our behaviour support and are designed to encourage positive behaviour in the short and long term. The home is very quick to recognise, reward and celebrate when young people are managing their behaviour appropriately, particularly in difficult situations. We understand that developmental trauma may strongly influence young people's ability to accept and enjoy praise and we are mindful of this phenomenon. At PRD we have a weekly rewards system that reflects on the child's individualised weekly achievements, effort and focus on positive behaviour.

The young people at PRD may have experienced childhood trauma and a lack of sensitive and responsive caregiving, from the adults around them. When children experience this in their early life it can make forming and maintaining positive relationships challenging for them. These experiences can lead to feelings of rejection, shame, unworthiness, and inadequacy which can be reflected in expressing behaviours that challenge.

At PRD staff uphold safe, consistent, and understandable boundaries for young people in relation to acceptable behaviour and adhere to house consistencies and personal consistencies specific to our young people. Unacceptable behaviour can frequently be prevented or curtailed by using mild or more severe verbal reprimands. In situations where repeated reflective conversations or verbal requests have proved ineffective, only then can formal consequences be permitted.

Where formal consequences are used they must be reasonable and the minimum necessary to achieve a positive outcome or learning experience.

If consequences are imposed, staff should apply the following principles:

- Take the young persons age, understanding and capability into consideration.
- Consequences will often require a discussion with the team, don't make this decision in the moment.

- Consequences should only last as long as they need to and allow the young person the opportunity to make a fresh start as quickly as possible.
- If there is a natural consequence of this, a reflective conversation may suffice.
- Consequences should always be related to the behaviour.
- The consequence must always be reasonable and if it can be implemented effectively.

We will ensure that all staff are aware of the acceptable measures in relation to consequences and supporting positive behaviour, a lot of this is a big part of our RiiSE training. Staff will be made aware of the Supporting Behaviours of Concern Policy for a full list of acceptable and unacceptable consequences.

Formal consequences may be loss of activity, loss of some pocket money, no use of the car or loss of WIFI but the consequence will always be related to the undesirable behaviour displayed. Reparation tasks may include tidying up the mess made or helping fix items that have been broken. A reflective conversation always plays a part in consequence, if young people can sit and discuss, and reflect on their own behaviour and feelings they will increase their sense of perceived efficacy and feelings that can effect positive change.

We find that young peoples actions often have a natural consequence, sometimes meaning that we don't need to do anything except speak with them about it. Natural consequences of behaviour may include, them breaking their own property, getting into arguments with peers or being late for school.


The home will ensure that Individual Behaviour Support Plans are kept live that are specific to the young people whilst also being dynamic and updated when we learn past incidents.

The principles relating to the use of Physical Intervention may be summarised as follows:

- Staff should have grounds for believing that immediate action is necessary to prevent a young person from significantly injuring himself or others.
- Staff should take all possible steps in advance to avoid the need for physical intervention, and the young person will be warned prior to the intervention.
- Only use the minimum force necessary when physically holding a young person.
- As soon as it is safe, physical intervention should be gradually relaxed to allow the child to regain self-control, we never seek to hold young people until they are 'calm'.
- Physical Intervention should be an act of care and support in efforts to secure safety.

In March 2022, Fair Ways began using a new training programme called 'RiiSE' (Relationship Inspired Ideas for Supportive Environments) which has been certificated by BILD (British Institute of Learning Disabilities) and RRN (Restraint Reduction Network) Training Standards. At PRD, all core staff will undertake 'RiiSE' training as part of their induction training. The RiiSE programme aims to provide our staff with a clear understanding of how to manage behaviour which challenges, use de-escalation strategies where possible avoid the to use of physical restraint safely and as a last resort.

RiiSE encompasses research from Kevin Ann Huckshorn, Kim Golding, Bruce Perry, Karen Treisman, Dan Siegel, Dan Hughes, Sarah Naish and John Bowlby, Steven Porges, Bessel Van de Kolk, Nadine Burke Harris, Brene Brown and Patricia Crittenden. This wide repertoire of strategies informs and enhances knowledge and builds understanding to reinforce the impact of trauma and adversity on the young people and adults we support. RiiSE teaches



how to create a culture of safety, security and trust and embeds the importance of building and keeping positive relationships at the centre of all interactions. It incorporates models, including our model, 'The House Model of Parenting'.

The RiiSE programme provides effective preventative de-escalation techniques and therapeutic strategies which emphasise a safer, supportive philosophy which has positive caring therapeutic relationships at its core. Development of our RiiSE physical techniques was undertaken to ensure all techniques were rights-respecting. RIISE considers the below criteria when each of the techniques were risk assessed:

- Risk of psychological or emotional harm or re-traumatisation
- Whether the technique compromises the dignity of the person
- Potential for the techniques to intentionally inflict pain, with the use of pain compliance as a means of control
- Potential involvement of sensitive areas of person's body (neck, chest, sexual areas)

Staff go through a continual assessment process throughout the five day course - this involves monitoring the individual's attitude and skill set in de-escalation and preventing of the use of physical intervention as well as assessment of the knowledge of trauma informed practice in the end of the day 5<sup>th</sup>. Observations and an end point knowledge test are used to deem competency. A 2-day refresher course is then conducted on an annual basis. There are many RIISE coaches within the organisation who are able to visit homes and teams to conduct refresher training ad hoc.

### **Monitoring of behaviour and incidents**

The Registered Manager & Deputy Manager monitor all incidents of behaviour support, discipline, and restraint (all incidents of physical restraint are also reviewed by the lead RIISE coach within Fair Ways) to ensure that actions taken by the team were effective and that young people are correctly supported. We can also use this information to identify trends and patterns that will assist with improving practice. The information from the analysis helps to inform our care planning, risk assessing and individual behaviour support plans. We will notify key professionals and possibly parents of incidents via the homes weekly reporting processes. More serious incidents will be reported soon afterwards via email.

Supporting Behaviours that Challenge and Restrictive Physical Intervention policies can be requested from [policies@fairways.co](mailto:policies@fairways.co) or by contacting the home management directly.

## **Leadership and management**

**16. Details of the experience and qualifications of staff, including any staff missioned to provide education or health care.**

<b>Name &amp; Job Title</b>	<b>Qualifications &amp; Experience</b>
<b>Head Of Service &amp; Responsible Individual</b>  <b>Bret Noades</b>	<ul style="list-style-type: none"> <li>• NVQ3 in Health and Social Care</li> <li>• NVQ4 in Health and Social Care</li> <li>• NVQ4 Leadership &amp; Management in Care Award</li> <li>• Lioncare Diploma in Therapeutic Child Care &amp; Education</li> <li>• 10 Day PRICE Instructor Course</li> <li>• DDP level 1</li> <li>• PACE</li> <li>• TQUK Level 3 Award in Education and Teaching</li> <li>• ILM level 7 in Strategic Leadership &amp; Management.</li> <li>• Eighteen Years Residential Childcare Experience and many years in Registered Manager in Outstanding homes.</li> </ul>
<b>Registered Manager</b>  <b>Ben Hancock</b>	<ul style="list-style-type: none"> <li>• Level 5 Management and Leadership in Residential Childcare.</li> <li>• 2:1 degree in Sports and Exercise Health Science.</li> <li>• Level 3 diploma in children and young people.</li> <li>• Level 3 TIPS Award.</li> <li>• Level 3 in Leadership and Management.</li> <li>• Fair Ways Future Leader Program.</li> <li>• Level 1 Dyadic Developmental Practice.</li> <li>• Advanced RIISE Instructor.</li> <li>• Ben has worked in residential childcare for 11 years.</li> </ul>
<b>Deputy Manager</b>  <b>Sharon Blackall</b>	<ul style="list-style-type: none"> <li>• NVQ 3 Teaching Assistant.</li> <li>• ELSA</li> <li>• Diploma level 3 children in residential care.</li> <li>• Introduction to Thera play Level 2.</li> <li>• Sharon has worked previously in residential homes with young people who have learning disabilities both in support worker roles and as a Deputy manager.</li> <li>• Prior to this Sharon spent a long time as a teaching assistant in schools where she had roles as a Speech and Language Support Assistant &amp; Emotional Literacy Support Assistant.</li> </ul>
<b>Team Leader</b>  <b>Glen Neckles</b>	<ul style="list-style-type: none"> <li>• Law degree.</li> <li>• Level 3 diploma in working with young people.</li> <li>• Level 3 TIPS Award.</li> <li>• Train the trainer in delivering training in: restorative justice conversations</li> <li>• Ex control and restraint trainer.</li> <li>• Glen has previously held many training responsibilities and delivered to many staff over many years for Fair Ways.</li> <li>• Level 1 &amp; 2 Dyadic Developmental Practice.</li> <li>• Glen started as a support worker and worked his way up to therapeutic practitioner.</li> <li>• Prior to coming to Fair Ways Glen ran inclusion projects and supported care leavers for Southampton City Council.</li> </ul>

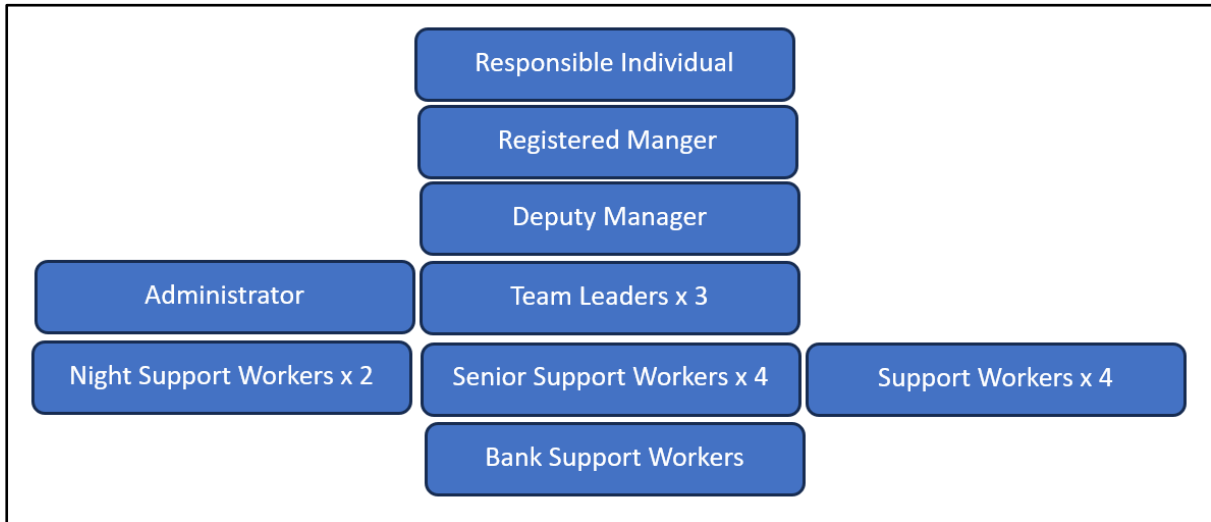
	<ul style="list-style-type: none"> <li>• <i>Glen also spent ten years working at secure children's home working his way up to management level, supporting young people in the criminal justice system.</i></li> </ul>
<p><b>Team Leader</b></p> <p><b>David Masterton</b></p>	<ul style="list-style-type: none"> <li>• <i>Level 3 Diploma in Therapeutic Residential Childcare.</i></li> <li>• <i>Level 3 Diploma in Reflective Practice</i></li> <li>• <i>NVQ Level 2 Youth work.</i></li> <li>• <i>Bronze level Duke of Edinburgh trainer.</i></li> <li>• <i>Level 1 &amp; 2 Dyadic Developmental Practice.</i></li> <li>• <i>Introduction to Thera play Level 2.</i></li> <li>• <i>Dave has worked in residential care for around 8 years and came to us previously working with younger children.</i></li> <li>• <i>Prior to this Dave has worked in various youth work roles for the YMCA and the local authority.</i></li> <li>• <i>Dave started his career in kitchens and has experience of being head chef.</i></li> <li>• <i>Dave has over 6 years residential childcare experience.</i></li> </ul>
<p><b>Team Leader</b></p> <p><b>Rebekah Lily</b></p>	<ul style="list-style-type: none"> <li>• <i>NVQ Level 3- Management.</i></li> <li>• <i>Enrolled to complete Level 4 children, young people and family's practitioner Level 4 standard (residential childcare).</i></li> <li>• <i>Becky started with us as a support worker just over two years ago and has now progressed on to have a lead role in the team.</i></li> <li>• <i>Previously Becky has worked in a managerial role within a factory setting.</i></li> <li>• <i>Becky has worked at PRD for 2 years.</i></li> </ul>
<p><b>Senior Support Worker</b></p> <p><b>Doreen Makrani</b></p> <p><b>Part time (30)</b></p>	<ul style="list-style-type: none"> <li>• <i>Pitman's typing and shorthand course.</i></li> <li>• <i>Montessori course early years education with under six children.</i></li> <li>• <i>NVQ level 3 In Childcare</i></li> <li>• <i>Social Work Degree.</i></li> <li>• <i>Level 3 TIPS Award.</i></li> <li>• <i>Level 1 Dyadic Developmental Practice.</i></li> <li>• <i>Pam has worked in Fair Ways Childrens homes for 20 years.</i></li> </ul>
<p><b>Senior Support Worker</b></p> <p><b>Pamela Kalidas</b></p>	<ul style="list-style-type: none"> <li>• <i>Pitman's typing and shorthand course</i></li> <li>• <i>NVQ 2-3 in Health and Social Care.</i></li> <li>• <i>Level 1 Dyadic Developmental Practice.</i></li> <li>• <i>Level 3 TIPS Award.</i></li> <li>• <i>Pam has worked in Fair Ways Childrens homes for coming up 20 years.</i></li> </ul>



<p><b>Senior Support Worker</b></p> <p><b>Tony Allen</b></p> <p><b>Part time (30)</b></p>	<ul style="list-style-type: none"> <li>• <i>Level 3 diploma in outdoor education.</i></li> <li>• <i>Climbing wall award (CWA).</i></li> <li>• <i>Level 3 Diploma in Residential Childcare.</i></li> <li>• <i>Level 1 Dyadic Developmental Practice</i></li> <li>• <i>Level 3 TIPS Award.</i></li> <li>• <i>Tony is a Care leaver himself who alongside his role as a support worker has now become a foster carer himself.</i></li> <li>• <i>Before working for Fairways, Tony worked as a climbing instructor within a senior school.</i></li> <li>• <i>Tony has worked at PRD for 7 years.</i></li> </ul>
<p><b>Senior Support Worker</b></p> <p><b>Lorraine Stretton</b></p>	<ul style="list-style-type: none"> <li>• <i>Level 3 Specialist support for teaching and learning in schools.</i></li> <li>• <i>ELSA.</i></li> <li>• <i>Level 3 Early Years Practice.</i></li> <li>• <i>Level 2 Early Years Care and Education.</i></li> <li>• <i>Enrolled to complete Level 4 children, young people and family's practitioner Level 4 standard (residential childcare).</i></li> <li>• <i>Lorraine was an ELSA / Teaching assistant for over 10 years, supporting the social and emotional development of pupils. wellbeing including management of stress, grief, anger. Lorraine has supported children to development their social skills and learn the ability to initiate and maintain friendships.</i></li> <li>• <i>Lorraine has been a part of the team for nearly 3 years.</i></li> </ul>
<p><b>Lauren Howell</b></p> <p><b>Support Worker</b></p>	<ul style="list-style-type: none"> <li>• <i>BA (Hons) Early Childhood Studies with Psychology.</i></li> <li>• <i>NCFE Technical Level 3 Certificate in Childcare and Education - A* &amp; A (2019)</i></li> <li>• <i>GCSE's</i></li> <li>• <i>Level 3 diploma in Health and Social Care.</i></li> <li>• <i>Enrolled to complete Level 4 children, young people and family's practitioner Level 4 standard (residential childcare).</i></li> <li>• <i>Lauren graduated from university and has joined the team with lots of voluntary experience in schools working with young people and working with young people in a dance school.</i></li> <li>• <i>Lauren has been in a part of the team for nearly two years.</i></li> </ul>
<p><b>Support Worker</b></p> <p><b>Nikki Smith</b></p>	<ul style="list-style-type: none"> <li>• <i>GCSE English and P.E.</i></li> <li>• <i>BTEC Beauty therapy Sciences.</i></li> <li>• <i>Nikki joined Fairways in April'23 as a Bank worker. Nikki spent this time working in supported living where she helped young people over the age of sixteen by guiding them to attend education and learn new skills for future. Nikki became a permanent member of the team at the beginning of January'24. Prior to this Nikki was a hairdresser and beauty therapist.</i></li> </ul>

<p><b>Lauren McAuley</b></p> <p><b>Support Worker</b></p>	<ul style="list-style-type: none"> <li>• Level 3 Teaching assistant.</li> <li>• Level 2 Supporting learning and development.</li> <li>• Level 1 Trampolining coach.</li> <li>• Level 1 General gymnastics coach.</li> <li>• Enrolled to complete Level 4 children, young people and family's practitioner Level 4 standard (residential childcare).</li> <li>• Lauren has 10 years' experience of coaching trampolining, gymnastics, and multi-sports camps for young children.</li> <li>• Worked for 3 years in a school as a TA.</li> <li>• Lauren joined the team in 2023.</li> </ul>
<p><b>Robyn Allen</b></p> <p><b>Support Worker</b></p>	<ul style="list-style-type: none"> <li>• GCSE qualifications in English Language and Literature, Maths, Fine art, Sociology, Finance.</li> <li>• Level 3 Health and Social Care diploma.</li> <li>• Robyn has previously worked as a TA in a school and held other administrator positions.</li> <li>• Robyn joined the team in October 2023 as our administrator then moved to become a support worker in May 2024.</li> </ul>
<p><b>Administrator</b></p> <p><b>Viv Hayward</b></p>	<ul style="list-style-type: none"> <li>• Viv has previously held roles as office manager for a large engineering company and a maintenance company. Prior to this she spent a lot of her career in banks working her way to manage her own branch.</li> <li>• NVQ 3 Supervisory Management</li> <li>• Viv has various H&amp;S related qualifications.</li> <li>• Viv joined the team in May 2024.</li> </ul>
<p><b>Night Support Worker</b></p> <p><b>Trina Martin</b></p> <p><b>Part time (30)</b></p>	<ul style="list-style-type: none"> <li>• Level 3 diploma in Health and Social Care.</li> <li>• Level 1 Dyadic Developmental Practice.</li> <li>• Level 3 TIPS Award.</li> <li>• Trina worked for nine and a half years at a school as a special needs teaching assistant, devising intervention programmes and supporting young people (11-16 year olds) to access the curriculum.</li> <li>• Trina has been in the team for 10 years.</li> </ul>
<p><b>Night Support Worker</b></p> <p><b>Carly Shotter</b></p> <p><b>Part time (30)</b></p>	<ul style="list-style-type: none"> <li>• GCSE English.</li> <li>• Care certificate - life support.</li> <li>• Level 2 - health and social care</li> <li>• Enrolled to complete Level 4 children, young people and family's practitioner Level 4 standard (residential childcare).</li> <li>• Carly joined the team seeking a change in career in 2023. She has previous care experience with young adults and the elderly. Before this Carly had worked as an insurance advisor</li> </ul>


**17. 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.**



All staff receive regular supervision with their line manager, to discuss the performance, key working, the young people, reflect on any incidents and any child protection concerns. Supervision is regarded as a valuable two-way process which supports positive development. Our supervision structure is seen the above diagram in the line with the staffing structure. Once a month the whole team attends reflective group supervision with a clinician from our clinical Hub team.

Occupancy	Minimum Ratio's	Preferred ratio	Night staffing levels
1	2	2	1 waking night and 1 sleeping staff member. Or 2 sleeping staff members.
2	2	2	
3	2	3	
4	3	4	
5	3/4	4/5	

Our staff team all work various patterns dependant on their role and their contact type. Our staffing ratios can be seen above, although it is worth noting that we often reduce staff numbers during term time while young people are at school. Conversely we will often have more staff working during weekends and school holidays. Our rota is set up so that there should always be a team leader working, apart from when they are away on leave. In those instances we have some very experienced senior support workers who are able to lead the home day to day.



All staff receive an annual appraisal with their line manager. This process tracks their development and forms part of their Personal and Professional Development Plan – which should be used at a point of reference within supervision sessions.

During the probationary period new staff to the role receive supervision on a more regular basis for the initial 6 months.

PRD is currently staffed with a wide range of staff from different ages sexes and races and many different backgrounds. This is something that we really celebrate and see our mixture of cultures and experiences as a strength in our home.

Induction Training consists of relevant information and guides to ensure safe and appropriate onboarding, taking into consideration the needs of the role and recognition of prior learning. All new staff are required to complete specific online trainings within the first week of their employment. E.g. safeguarding children, medication, H&S, and fire prevention. Within the first months of employment new staff members are trained in RiiSE, Recording and Reporting, Manual Handling, Food Hygiene, First Aid, and Medication Competency.

Upon successful completion of the probation period the staff are required to undertake a Level 3 Diploma in Residential Childcare if it is not already held. Deputy Managers and Managers are required to complete the Level 5 Diploma in Leadership & Management.

Any staff member placed in charge of the home and other staff in supervisory roles such as shift leaders will have completed both their induction workbook, supervision training, and a shift leader competency check.

Deputy Managers and Registered Managers of the three residential children's homes in the Solent area share on-call management duties (24/7), completing one in every six weeks. This is shared between Chris Hayward and Linsay Smylie (Garden House), Pawel Skraba and Chrissie Reed (Manor Farm Cottage), and Ben Hancock and Sharon Blackall (Portchester Road).

## Care planning

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

#### **Admission Criteria**

We acknowledge that while we are skilled in working towards affecting change with young people who display various challenging and difficult behaviours, there are however some with whom we are unable to work. This includes:

- Those who have a history of persistent fire raising or arson with the intention of causing danger to life.
- Those who purposely intentionally and regularly commit serious acts of violence towards others.

- Those who display a chronic recent history of serious self-harm which requires intervention to manage.
- Those who need of 24 hour a day psychiatric supervision.
- Those who are actively misuses drugs and have no intention of stopping.
- Those who regularly cause high levels of criminal damage.

However, all referrals will be treated and assessed on an individual basis following our referral and admission process.

To support our assessment, documents requested from the referring authority will include:

1. The most recent statutory review report.
2. Care Plans.
3. All specialists' reports e.g., CAMHS assessments.
4. Education, Health & care Plan (if applicable).
5. Chronology of significant events on the child.
6. Current Risk assessment.

It is important that the placing authority provides detailed and comprehensive documentation about the child. This will enable the home to make an informed decision about the appropriateness of the referral including the capability of the home to meet the needs of the child, and to plan any additional resources or services that may be required to achieve this.

### **Referral and Admission Process**

All referrals should be sent initially to the placements team via email on [placements@fariways.co](mailto:placements@fariways.co). The placements team will be screen these to ensure that these meet our admission criteria above and then sent on to the registered manager in the home for review.

The manager will carefully assess potential referrals to ensure that the home is able to effectively meet the child's needs while ensuring that any impact on the current young people is not overtly detrimental. If this is believed to be the case, then we may begin our admission process. If at any stage of our admission process, new information comes to light that we were not initially aware of we may make the decision to pull our offer of a placement.

The first part of our process would be to hold a meeting with the social worker, and parents if appropriate to explore information already shared, and to give both parties an opportunity to seek any clarity needed. If this stage goes well the management team will provide the young person with a copy of our young peoples guide, and then arrange to meet with them to discuss this. If they are willing we would then invite them to come and see PRD, their potential bedroom and to meet some of the staff and current young people. Meeting the staff and other children can diminish some of the anxiety they will understandably have about moving to another home and school. Where possible, a child's parents/carers should also have the opportunity to be involved in this process.

Once the above meetings & visits are completed the home will be able to formally offer a placement for a young person. At this stage the management team will complete a preplacement impact assessment summarising all of the above stages and information that

has been shared. We will also ask for some more information and further documentation and then agree up a transition plan with the young person. During this transition we will aim for the young person to join the home for activities, possibly a meal and we may send staff members to meet with the young person in their current home. Wherever possible we will try to involve young people in decorating their new bedroom and to join us in going shopping for new decorations and furnishings. Upon admission we will hold a placement planning meeting with the young person and their social worker.

### Same Day Admissions

PRD does not currently offer same day referrals.

### 20. Ongoing Planning

As part of ongoing planning, placement review meetings must take place within statutory timescales, in accordance with the Placement Planning Regulations. The date of the first statutory review in placement will be agreed between the placing authority and the home at the time of admission. If this is not possible the IRO will be contacted and asked to set the LAC review date. Whilst it is the responsibility of the placing authority to initiate statutory reviews, the home will be pro-active in advocating on a child's behalf where there is any delay.

It is the key workers responsibility to prepare a written report for the statutory review and to ascertain verbally, or in writing the young persons views and wishes regarding their care. The key worker will ensure that they are fully prepared for the review, have a clear understanding of their role in the review process and will have facilitated the child being able to express their view or wishes.

### The arrangements for the Team Around the Child meetings (TAC) and ongoing internal review

TAC meetings are one of the main tools for monitoring young peoples progress at PRD. The meeting is held every two months and staggered away from their LAC. The areas covered would be similar to that in a statutory review meeting and we invite all significant adults that are involved in the young peoples lives. The meeting aims to review the child's progress and effectiveness of our interventions. TAC meeting supports the reflection on the child's presentation in all aspects of developmental needs, share the experiences of various professionals who are involved in in caring for, and agreeing further therapeutic interventions.

<b>Date</b>	<b>Updated</b>	<b>Sent to Ofsted</b>	<b>By whom</b>
30.3.24	<i>Document created.</i>	31.03.24	<i>Ben Hancock</i>
30.7.24	<i>Values, Staffing list, Named Director &amp; Corresponding Contact Details.</i>	30.07.24	<i>Ben Hancock</i>

**FAIR WAYS  
BUILDING 1000  
WESTERN ROAD  
PORTSMOUTH  
HAMPSHIRE  
PO6 3EN**

**01329 835875**

**REGISTERED MANAGER, BEN HANCOCK**

