




# GARDEN HOUSE

## STATEMENT OF PURPOSE

The Ofsted logo consists of three stylized human figures in white, arranged in a row. Below the figures, the word "Ofsted" is written in a bold, sans-serif font, followed by "Outstanding Provider" in a smaller, all-caps font.

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Outstanding  
Provider



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

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## Quality and purpose of care

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

We can accommodate and care for up to 6 children, both male and female, between the ages of 6 to 15. We are registered to care for children who may have social, emotional, and/or behavioural difficulties. We may also care for children with a diagnosis of Autistic Spectrum Disorders and Attachment Disorders. At Garden House, we would not look to offer a placement for those with severe mobility or learning impediments. Some may have statements of special needs or EHCPs from their local education authorities.

### 2. Ethos, outcomes, and approach

#### Fair Ways Organisational Values

As a charity, we measure our wealth by making a difference, not by making a profit.

By creating a culture that values every individual, we can harness and develop their potential so that they may achieve great things. We strive to:

- a. Make a difference.
- b. Never give up.
- c. Value every individual.
- d. Listen to each other, develop each other, and reach our potential.
- e. Put quality and passion into what we do.

Garden House aspires to run a mid-long-term step-down service moving children away from residential care and returning to foster care, or to their families, where possible. The placement is designed to offer children a period of stabilisation while intensive task-focused work is undertaken with them, often focusing on the identification and development of positive coping mechanisms for times of escalated arousal, anxiety, or overwhelming emotional responses. We hope this would be a natural and positive progression after a period of stability, consistent care and appropriate role modelling whilst living at Garden House. Our focus is to promote the emotional and practical development and competence of each child, by maximising the benefits of strong and positive relationships. It is through the homes shared ethos and core values that we aim to see the growth and development of our young people.

#### Garden House Ethos

We hold the wishes and feelings of children central to what we do. It is paramount that children are involved and engaged with any of the decisions that will have a bearing on their lives. At Garden House, we follow the following principles.

- Listen to children, they have a right to have their opinions sought and heard.
- Actively encourage children to be involved in the planning, reviewing, monitoring, and evaluation of services provided for them.
- Explain to children why we are intervening in their lives.
- Recognise the children as individuals who have opinions of their own, which may not always be represented by adult carers or professionals.
- Ensure that children have an increasing right to self-determination as they progress from childhood to adulthood.
- Ensure that children have the right to have their concerns considered and responded to, recognising that failure to listen to children can have damaging consequences and that their right to participate can be linked with the right to be protected.

- Recognise that giving children the right to express an opinion is not the same as giving them the final say in important decisions. Judgements might still have to be made but these will be based on a real consideration of the child's perspective.
- At Garden House we believe saying goodbye is an important part of a transition. We would arrange a meal out for the child, for staff and other children to attend to say their goodbyes. A positive ending is the aspiration of the home. To keep the children in mind who have moved onto another placement, we add their name onto our memory pole in the back garden.
- Our ethos is to move any child that is not in a full-time provision back to full-time education by working closely with the placing authority. In the interim, the child should be supported to sustain or regain their confidence in education and be engaged in suitable structured activities.

## Services

Garden House is registered with OFSTED. Our **Unique Reference Number: 2551007** and we operate in accordance with government regulations as a Children Home.

Our service provides therapeutic based care for up to 6 children whose life experiences have been challenging. These may include abuse, neglect, trauma, witness to domestic violence, parental mental health, or substance misuse, as well as attachment disorders. Garden House works with the children to enable them to make positive choices, with the aim of returning to foster care or potential reunification with family.

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

Therapeutic assessment, intervention and therapy sessions are carried out by both internal and external professionals. This allows for a multi-faceted, holistic, approach from the Clinical Psychologist, Speech and Language Therapist, our Occupational Therapist, and a member of staff from the Fair Ways therapeutic hub.

The services offered at Garden House include:

- 24-hour care
- Initial 12-week assessment
- Access to individual therapy
- Access to education
- Annual group holidays
- A variety of hobbies and activities
- Access to the full range of community-based healthcare services

## Garden House: Therapeutic Statement of Purpose

Garden House will endeavour to follow Dan Hughes' and Kim Goulding's models of trauma-informed care specifically The House's Model of Parenting, PACE and attachment. Dyadic Developmental Psychotherapy (DDP) underpins these therapeutic modalities with all the senior management having already undertaken DDP Level 1 and 2 training, as well as some of our support staff. There is the aspiration to provide all the Garden House staff with this opportunity. We have followed the most recent house model of parenting as discussed in Healing Relational Trauma with Attachment-Focused Interventions (Hughes, Golding & Hudson 2019) and created our version of this outlining how we intend to meet the different aspects of the theorised model of care.

# GARDEN HOUSE

## HOUSE MODEL OF CARE

<b>THINKING, FEELING &amp; BEHAVIOURAL CHOICES</b>		
Focus meetings	<b>SUPPORTING FEELINGS &amp; CONTAINING BEHAVIOURS</b>	Community meetings
Keywork sessions	<b>CHOICES &amp; CONSEQUENCES</b>	Bullying log
Reparation roulette		Restorative conversations
Natural consequences		Linked consequences
Reward tokens	<b>PRAISE &amp; REWARDS</b>	Later bedtimes
Reward box		Takeaways
<b>MANAGING BEHAVIOUR</b>		
Stepping aside from confrontation	<b>SUPPORTING BEHAVIOUR</b>	Do what's right, not what's easy
Remain calm; Avoid battles		Connection before correction
Menu planners		Reflective practice
Activity planners	<b>STRUCTURE AND SUPERVISION</b>	Clinical supervisions
Community meetings		TAC meetings
Handovers		Evening debriefs
Garden House core values		Team meetings
Rules, Routines & Boundaries		Probations & Appraisals
Playfulness	<b>PARENTING WITH PACE</b>	Acceptance
Curiosity		Empathy
<b>FAMILY</b>		<b>FRIENDS</b>
Contact		Phone calls
Feedback forms	<b>HELPING CHILDREN TO ENJOY RELATIONSHIPS</b>	Play dates
<b>EDUCATION</b>		<b>LOCAL AUTHORITY</b>
Parents evening and reviews		Statutory visits
Feedback forms		Feedback forms
Health shield	<b>LOOKING AFTER YOURSELF</b>	Healthy lifestyle
Annual leave		Balanced diet
Supervisions		Physical exercise
<b>BUILDING RELATIONSHIPS</b>		
Group holidays	<b>RITUALS</b>	Tidy Friday
Meat-free Mondays		Sunday roasts
Paving stone	<b>CLAIMING</b>	Memory pole
YP feedback forms		Transitional items
Holiday post cards	<b>BELONGING</b>	Family tree
Personalised bedrooms		Birthday calendar
Afternoon tea	<b>FAMILY ATMOSPHERE</b>	Mealtimes
Community meetings		Settling time
Group activities		Group holidays
Keywork sessions	<b>ATTUNEMENT</b>	Emotional support
Feelings boards		Self-reflection
Interactive repair	<b>EMPATHY</b>	Understanding yourself
Acceptance		Curiosity
<b>SECURE BASE</b>		
Food & Water	Shelter & Warmth	Containment
		Safety

**3. A description of the accommodation offered by the children's home, including:**

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

Garden House aims to provide a comfortable and homely environment for the six children. It is a large home, with large outdoor spaces too. We ask for feedback from the children on a yearly basis as to how we can develop the home; this can include decoration of the home, toys and games, furniture, photo displays, and much more. As part of the development of the home, the children are given to redecorate and freshen up their bedrooms each year. The children are encouraged to be as creative as possible, with the help of the adults supporting them.

In the downstairs living areas, we aim to be inclusive of all age and learning ranges of our children. We have a large noticeboard which has a visual weekly diary (inclusive of any cultural events), an achievements board to display certificates and any work, a "who's in board" telling of what adults are on shift that day, and we also have a colour co-ordinated clock for children who cannot yet tell the time.

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

We can accommodate and care for up to 6 children, both male and female, between the ages of 6 to 15. Garden House typically provides long term stability and care for children who have experienced multiple foster breakdowns due to social, emotional, and/or behavioural difficulties.



**(c) the type of accommodation including sleeping accommodation**

Garden House offers a large communal lounge, a smaller snug, and a utility room, all offset from our large open plan kitchen-diner. Both lounge rooms have large televisions with a variety of DVD, gaming,

and music systems. Downstairs we have a designated storage cupboards for technology with charging points for all the young people to safely store their devices. Upstairs there are 6 bedrooms and 3 bathrooms for the children's use, alongside ample storage including a waking night cupboard for sensory boxes and evening settling items, a laundry cupboard for individual bedding, towels and toiletries, a designated school uniform cupboard, as well as a cupboard full of arts and crafts supplies.

Garden House staffing area has a separating door from the communal living area and contains a staff office, a manager's office, and 2 staff sleep-in bedrooms, along with a hot desk working area and a separate entranceway for guests and professional visitors. This allows for a defined distinction between the children's living area and the more business-orientated staff working area. However, we do have a music room in this area which is available for the young people to use with staff permission. This space contains a full drum kit, keyboard, and guitars along with speakers, amps and microphones allowing for another additional break-out space and area for our children to express themselves, play and use music to help with emotional regulation.

The facilities at Garden House include off-road parking for staff and visitors, along with a metal lock-up for storage of play and activity equipment. The driveway has been altered to include a fence which should increase the safety of the drive area by creating a barrier between the driveway and the road that runs along the property. In addition, there is an enclosed front courtyard with wooden decking, a raised sundeck and seating areas. In the summer this area is utilised to eat out, play table tennis and as an outside break-out space as the courtyard walls allow for a sheltered playing area whilst giving a nice feeling of containment, safety, and an easy-to-supervise area. At the rear is a good-sized garden where there is a raised patio area for dining in the summer, along with a large lawn running down to a small brook which is separated by a large fence with staff being needed to give access and supervise this area. In the garden, there is a designed climbing frame, slide, and swing play set as well as designated nature discovery areas and veg patches. Towards the bottom we have a 'memory pole' which is where we add a wooden sign of the child's name and dates of living at Garden House. This is to show the children that move on from Garden House that they will always be in our memories, and a part of the Garden House history.





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

Garden House is a large, detached house situated near the market town of Wickham in a rural area of Hampshire, which is nicely located between Winchester, Portsmouth, and Southampton. This provides many opportunities for enjoyment due to its transport links to these cities. In the more immediate vicinity, there is a very active local community and social calendar that runs throughout the year including music and food festivals, horse fairs, and seasonal celebrations of rural living as well as local cricket, football, scout, and community clubs of both Wickham and Shedfield.

The location risk screening tool highlights the number of mainstream educational provisions and health services and analyses the appropriateness of the location in terms of crime and CSE statistics. We have developed a working relationship with the local police community team, community youth clubs, and education and health services and have received their critical input into several house processes along with the risk screening document itself.

The location risk screening tool can be requested from [hello@fairways.co](mailto:hello@fairways.co)

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

Upon admission, enquiries are made into the religious background of each child. Careful consideration is given concerning the practice of any religion and/or faith. If requested, and wherever possible, arrangements are made to ensure that the child can maintain ties to his/her religious heritage, for example, by helping them connect with local religious groups, providing for special dietary or clothing needs etc.

Within the immediate village there is little diversity, but within the surrounding cities, there are provisions for all the major faith groups, and we would relish the responsibility of helping our children access and continue along their religious journeys whilst placed at Garden House.

As a staff team, we would undertake and understand the important role that we would play in supporting the religious and cultural needs of our children and would educate and learn how we can best support these needs. We have a monthly cultural calendar where we aim to celebrate religion, culture, and inclusion. If you require the statement of purpose in another language, then email: [hello@fairways.co](mailto:hello@fairways.co) who will help.

#### 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 child's right to comment on or complain about any aspect of their care, including daily issues or aspects of their care plan. Also, those representatives, relatives, and other significant people who may wish to complain, have access to the same procedure.

The central principles for our complaint's procedure are:

- The welfare of the service user 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 service users 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.

At Garden House, we will always listen to our children and other people that may have a complaint and first try to resolve this through discussion. The children are given the opportunity to discuss and 'resolved or unresolved issues' within community meetings, which can be a positive forum to overcome issues as a group. If informal discussion has not resolved the complaint, the individual will be given the opportunity to go through the formal process.

For any complaint against Garden House, Fair Ways or local authority staff, there is an opportunity for our children to log this down in their complaints' log, to speak with their social worker or advocate, and it will be taken seriously and managed by either the Registered or Deputy Manager.

- Complaints against Garden House staff should go to Bret Noades – Head of Service & Responsible Individual
- Complaints against Bret Noades should go to Jonathan Loney – Director of Residential and Family Services
- Complaints against Local Authorities – children can access a booklet from their local authority in the office. This will detail how a complaint to them should be made.

All our children are provided with this information within the Young Person's guide and within their complaint logbook.

After a complaint is investigated the relevant persons including the child will be told and be able to read any decisions made, any action that has or will be taken and the outcome. For the child, this will be recorded as part of their complaints' log.

There is always an opportunity to tell us if we have helped, if the result is satisfactory and if anything further is desired as an outcome. For any complaints that are raised outside of those made by our children, staff would advise and direct the complainant towards the [complaints@fairways.co](mailto:complaints@fairways.co) email.

The company's policies on the handling of and responding to complaints both within the children's home and the wider organisational policies can be provided on request from [policys@fairways.co](mailto:policys@fairways.co). This will also be kept in the staff office and is available on request.

## **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.**

Safeguarding, complaints, whistleblowing, and behaviour management policies can all be requested from [policies@fairways.co](mailto:policies@fairways.co) or by contacting the home management directly.

### Useful contact numbers

Christopher Hayward, Registered Manager	07545 170 972
Linsay Smylie, Deputy Manager	07533 523 570
Bret Noades, Head of Service & Responsible Individual	07763 876 837
Laura Rowe, Director of Operations (Residential, Education and Family Services)	07467 220 077
Hampshire Designated Officer (LADO)	01962 876 364
Hampshire Children Services	01329 225 379



OFSTED  
03001 231 231  
**Safeguarding Officer**

Fair Ways designated Safeguarding Officer is Eileen Calnan. Eileen is responsible for ensuring that all safeguarding training delivered within Fair Ways is suitable and effective, that procedures and policies are accurate and true, and she is also available to advise, and assist should we have any safeguarding concerns.

Fair Ways Safeguarding policies are available on request from [policies@fairways.co](mailto:policies@fairways.co)

## **Safeguarding children, preventing bullying**

### Safeguarding

Should a child disclose information of any abuse towards them, the Home Manager must be notified immediately. We are governed by legislation and mandatory practice when responding to child protection issues under the Children Act (1989) amended (2004) setting out organisational responsibilities to safeguard and promote the welfare of children across all sectors. Fair Ways will also follow the Department of Health Working Together to Safeguard Children (2015) guidance. Effective safeguarding arrangements in every local area should be underpinned by two key principles:

- Safeguarding is everyone's responsibility: for services to be effective, each professional and organisation should play their full part.
- A child-centred approach: for services to be effective they should be based on a clear understanding of the needs and views of children.
- Garden House will continue to maintain professional relationships with local agencies to ensure the safeguarding and well-being of all children placed; this will also be outlined within the Local Safeguarding Children's Board (LSCB) with the effective sharing of information in a timely way to promote joined up working and a robust safeguarding tool.

When disclosure takes place, the child should be reassured but told that it will be necessary for this information to be passed on to other staff members (i.e. Home Manager, Director) and that such a conversation cannot be kept 'confidential'.


Children must be listened to and enabled to report any allegations at the earliest opportunity. Staff should report any allegation of abuse immediately to a senior manager within the home.

All child protection issues should be taken seriously and in no circumstances, should they, or the disclosures, be taken lightly or ignored. These issues will be investigated according to the placing authority's Child Protection procedures. Without exception, the case holder or their manager must be notified of the disclosure. If the disclosure occurs outside office hours, the emergency duty service of the placing authority must be notified, this information can be found within the individual child's working files.

Fair Ways Safeguarding policies are available on request from [policies@fairways.co](mailto:policies@fairways.co)

### Radicalisation

Our aim is for staff to be trained in the prevention of radicalisation and is committed to actively promoting the spiritual, moral, social, and cultural development of children in line with British values. The staff are trained to spot signs of behaviour, which undermine British values and have clear



pathways to report any such behaviour through the channel process. We recognise the risks to children and children around radicalisation and have developed a policy which outlines how the organisation will minimise those risks for the children we support.

### CSE

Looked-after children may also be particularly vulnerable to sexual exploitation by adults in the community. The NSPCC defines sexual exploitation as 'being when someone grooms and controls a child for a sexual purpose'. The term 'child sexual exploitation' is used to refer to a range of illegal and abusive activities that can broadly be separated into two areas:

- Sexual exploitation through street grooming
- Online sexual exploitation

Where child sexual exploitation or the risk of it is suspected, residential care staff must discuss the concerns with the home manager or the designated member of staff for child protection within their service. If after discussion there remain concerns, local safeguarding procedures must be triggered, including referral to local authority children's social care and the police.

The support needs of the young person concerned, including how they will be kept safe from intimidation and future exploitation, should also be discussed with statutory agencies and a joint plan of action agreed upon. At Garden House, we will use the CSE screening tool as part of the initial induction into the home for the children.

### Bullying


Fair Ways fully endorse an anti-bullying ethos to which both staff and children are committed. Fair Ways believe that all children have the right to be treated with dignity and respect. It is not uncommon that some children, especially those in group living situations, will attempt to use bullying tactics at some time. The reason for bullying has no validity. We believe that children can be helped to develop better ways of behaving, provided that:

- There is a whole-hearted anti-bullying ethos which applies to both staff and children.
- Everyone knows and understands what bullying is and why bullies bully.
- Everyone knows and understands that bullying is unacceptable.
- Incidents of bullying are immediately dealt with.
- A bully is called to account in a firm but supportive manner (a child bully is usually unhappy and has very low self-esteem).
- A bully is supported in learning more appropriate ways of interacting with other children.
- All children are encouraged and aided to be assertive.
- All children are helped to identify bullying and to report it.
- All children are empowered to help both the target and bully.

We will be proactive in our approach towards bullying and address incidents immediately. Enabling a bully to look at their behaviour and the impact it has on others may be sufficient. However, if the behaviour does not modify sufficiently, the young person's plan will be revised – in partnership with the case holder. This may include involving external agencies and/or increasing staffing levels to maintain safety for all our children.

## Views, wishes and feelings

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



At Garden House, we believe that children should be supported to express themselves as individuals and should be given an appropriate degree of freedom and choice concerning day-to-day arrangements for their care, depending on their individual needs. Children's reasonable preferences concerning day-to-day arrangements should be met and where their preferences are unreasonable, staff should discuss this with the child to help them understand why.

Young people's views about their care, and the running of Garden House are proactively sought in the following ways:-

- Regular community meetings: staff and young people use this time to discuss day to day issues, identify anything repairs needed around the home, planning the afternoon and evening ahead. It is in this forum that the children also have an input into weekly menu choices, as well as the weekly activity planner
- The children are encouraged to be involved in the creating of their behaviour support plan, particularly the 'self-reflection' section
- All young people are given a 'children's guide' as part of the transition period
- Individual keywork sessions
- Invitations to CLA reviews and PEP meetings where appropriate.
- Regular visits from social workers and IRO's
- Direct access to managers as well as focus meetings where targets are set against the care plan, the children are given the opportunity to set their own target also
- Garden House email accounts so young people can contact staff, or social workers, directly
- Access to an advocate
- Access to Ofsted inspectors and Reg.44 independent person
- Access to complaints procedures
- Young people already resident at Garden house are informed regarding potential new placements. Their views and comments are taken into consideration. They are supported to express individual and group anxieties which potential new placements might raise
- Annual bedroom decoration
- Input into the home's annual development plans
- Annual feedback on the homes location which is fed into the homes Location Risk Assessment
- Bi-annual feedback forms of their views, thoughts and wishes in relation to safety, the home, rules, boundaries, family, local authority, education, leisure, hobbies, friends, and much more.

## 9. A description of the home's policy and approach in relation to-

- (a) Anti-discriminatory practice in respect of children and their families; and*
- (b) Children's rights*

All our children's homes 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 children and their families will be treated with respect and accorded the maximum privacy, personal choice, and autonomy within the overall requirements for safety.

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).

At Garden House, we encourage all children and staff members to develop respect for themselves and others, encourage and support children to understand their rights and be well-informed about ways to challenge discrimination whilst fostering positive attitudes and relationships and a shared sense of cohesion and belonging.

Children placed at Garden House will be cared for by staff who have been suitably trained in all aspects of equality and diversity including legislation and their responsibilities through online training as part of their induction programme.

If you would like information on the rights of a child:

<https://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england>

## Shared Values:

Garden House core values were created by the staff team and the children. The children are given the core values as part of the transition process and are consulted on these before they sign up to them.

At Garden House, we have some very clear values that we strive to work by and guide our best working practices and approach. "The actions of the children's home contribute to significantly improved outcomes and positive experiences for children and young people, who need help, protection and care" (Ofsted Report, September 2022). These values are as follows:

- One home, one family.  
It is our view that we should understand, accept, and celebrate all our differences in the home. We work hard to support and care for each other through our challenges, adventures, and difficult times. We respect one another and attempt to repair relationships and friendships when this does not quite go right.
- Encourage growth, embracing the journey.  
The clear long-term goal for Garden House is to help match the children with potential foster parents or reunify them with their families where possible. We hope that this can provide a long-term, or even lifetime, support network for the child beyond the ages of 16-18 years.
- Do what's right, not what is easy.  
Simply put, we do what is right for the best possible outcome for our children, regardless of how difficult this may seem. We will have open and honest conversations with the children about social expectations, boundaries, behaviours and responses, amongst much more.

- Connection before correction.  
Before thinking about boundaries, consequences, and outcomes of behaviours, we think about the hidden messages or needs that these behaviours might be expressing. Connect with the child, share in their experiences, and then help them manage themselves through their challenges utilising PACE and it's therapeutic approach.
- Wherever possible we work therapeutically, and whenever needed, we take control. We work with a purpose at Garden House and question what we are doing, whether it is nurturing, meaningful and working towards the right outcomes for the children.

## Key worker

Garden House places a strong emphasis on making positive relationships with children through assigning key and co-workers along with working in a trauma-informed and accepting model of care (House Model of Parenting, PACE, DDP). Through promoting key working and building trusting and consistent relationships, there are many opportunities to converse, share and explore the wishes and feelings of the children that are placed with us. Fair Ways offer 'keyworker' training which all support workers will attend within their induction period. Our keyworkers are responsible for knowing their key child's history, their current needs, views and wishes, advocating for them, completing all necessary paperwork, attending CLA reviews and PEP meetings, engagement in parents' evenings, and much more. They will also support their key child to attend playdates and family contact, plan for bedroom redecoration, find and attend a hobby, ensuring they have enough clothes and toiletries, etc.

## Meetings

There are many different types of meetings that enable the young people to participate within Garden House, for example:

- a. Daily community meetings
- b. Keywork sessions
- c. Focus meetings
- d. CLA review meetings

Community meetings take place Monday to Friday. They are held after school, typically at 16:00, where afternoon tea will also be available to the group. Each day has a different focus, varying from menu planning, resolved/unresolved issues, targets, routines and boundaries, activity planning and reflections of the week. Each day children are given the opportunity to bring up 'any other business' and we plan for the afternoon and evening ahead as a group.

Keywork sessions are held weekly with the children, these are typically carried out by their key/co-worker. Planned keywork session topics will be planned by the adult and may be focused on any current issues/difficulties, upcoming changes, care plan targets, etc. Unplanned keywork sessions will often be topics raised by the child, or topics that need to be spoken about in the moment.

Focus meetings are carried out regularly with the child and the Deputy Manager. The child can opt to have their key or co worker present too. Focus meetings cover feelings and behaviour, physical health, education, relationships and friends, safety, and where you live. We also look at the targets set in the

previous meeting, if they have been achieved, or how we can achieve them next month. No more than 3 targets are set per month.

Children are often invited to attend their own CLA reviews where they are able to represent themselves. It is important to consider the age and understanding of our children, and that they may wish to not be present. If they are absent from the meeting itself, their views and wishes will be collected beforehand and taken to the meeting on their behalf.

## Education

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

We recognise that for various reasons it is not always possible for children to attend mainstream education such as severe trauma, social, emotional, behavioural or learning difficulties. Children may have been out of education for long periods of time and may struggle to integrate into the mainstream classroom.

For those children that meet the age and educational requirements, Fair Ways has three of its own DfES registered schools including an education centre for special needs pupils aged between 11-19 years old. Further information on these provisions can be found at <https://www.fairways.co/education/>

For those children not meeting the age range or educational needs of the Fair Ways provisions, we have a good working relationship with six nearby specialist schools. Kingsgate School, Lakeside School, Polygon School, Serendipity, Yarrow Heights, and Vermont School which are all based in the Southampton area.

Further information on these provisions can be found at:

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

01329 446 921

<https://www.lakesideschoolchandlersford.co.uk/>

02380 266 633

<https://www.polygon.southampton.sch.uk>

02380 636 776

<https://www.serendipity-education.com>

02380 422 255

<https://yarrowheights.com/>

02382 124 590

<https://www.vermontschool.co.uk>


02380 767 988

Our staff will play a key role in supporting these children in line with recommendations from education and health professionals as well as working in collaboration with the virtual head of the child's placing authorities to identify and promote appropriate provisions for all our children.

Whilst working closely with any educational provision that is identified, staff at Garden House aim to gain a true understanding of the educational goals of each of our children and in addition, help identify and support their next steps for learning. We also 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.

Staff can seek expert advice from our director of education who is happy to help identify potential additional needs such as additional tutoring, vocational learning and alternatives to traditional classroom-based education is better suited to our children.





The assessments carried out in the first 12 weeks (Occupational and Speech & Language Therapy) can be shared with educational settings if deemed helpful and appropriate. Our occupational therapist, Hayley Proctor, also has scope to carry out assessments within the education setting if required.

Staff at Garden House will attend any EHCP and PEP reviews to ensure a holistic approach to the child's education.

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

Garden House is not registered at a school. See next section.

**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 the educational children's educational achievement**

We believe that all children should have the opportunity to receive education in a mainstream provision if suitable. Subsequently, we have established relationships with two local mainstream schools.

St John the Baptist C.E. Primary is situated 1.5 away from Garden House, also in the rural neighbouring area of Waltham Chase. St John the Baptist C.E. Primary received good in their most recent Ofsted report (March 2023); "Pupils enjoy their time in school, and this is reflected in their behaviour. Leaders have given a great deal of thought and consideration to how they can best support all pupils to attend well. This effort is shown in the increasingly positive attendance of most children, especially that of disadvantaged groups and pupils with SEND".

Swanmore College is a mainstream secondary school located 2.5 miles away from Garden House, in the rural area of Swanmore. Swanmore College is the main feeder school of St. John the Baptist C.E Primary. Swanmore College received good in their most recent Ofsted report (May 2023); "Leaders are determined that pupils have a well-rounded experience of school. They have put in place an ambitious curriculum for all pupils, and teachers share these high aspirations. Pupils, including those with special educational needs and/or disabilities (SEND), achieve well across different subjects. They are also well prepared for future learning".

Further information can be found about these schools through the following:


<https://www.stjohnthebaptistprimary.co.uk/>

01329 833 141

<https://swanmore-school.co.uk/category/latest-news/>

01489 892 256

As part of the educational opportunities that we like to promote within the home, we provide three computers with internet access to support education, homework and informal learning. Additionally, at Garden House, we also believe in the importance of self-discovery and the use of literature as a form of escapism, emotional regulation, and distraction and as such we keep a stocked library of varied and age-appropriate reading books and audio books for our children to read or have read to them as part of the evening settling routines.



In addition, all children are provided with opportunities to extend their learning through school clubs and extra-curricular activities such as sport teams, homework clubs, music lessons, etc.

Staff at Garden House will attend the termly PEP reviews to ensure we are able to fully support the individual. In between reviews, regular communications with schools are important. We endeavour to keep educational provisions up to date with and current events, worries, feelings, and behaviours of the child, and vice versa; collaborative working allows for a better supported young person.

## Enjoyment and achievement

### **13. 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**

At Garden House, we ensure that children are offered a wide range of opportunities and encouraged to participate in fun and enjoyable activities. Staff will support children to take part in school trips, clubs, volunteering, and a variety of leisure activities.

All children placed within Garden House will have the opportunity to continue any hobbies or interests they currently hold, or start new ones, and will be supported by the staff team to achieve any self-lead ambitions or goals. We enrol all our children in local clubs and promote integrating them into society in a positive way with the hope they can express themselves freely as well as build new friendships and support networks within the wider community.

All activities that we run or facilitate are risk assessed for children to ensure can enjoy these in a safe and protected environment. The home has established ritual holidays and big adventure trips with a view that the children achieve nationally recognised governing body awards. This is recognised as an important opportunity for children in meeting social needs and the development of self-esteem and motivation as well as challenging their perception of what they believed was possible for them to achieve.

Each of our child's placement plans should set out the permissions that their placing authority has delegated to the registered person at Garden House. This should provide clarity on the home's ability to permit school trips, sleepovers or the child's involvement in sporting, leisure and cultural activities. Wherever possible, we endeavour to secure the appropriate authority to support children to be involved in the same positive activities as their peers, as we believe this to be crucial for the development of social skills and mobility.

Finally, we recognise the importance of our children being supported to spend time with their friends in the local community, in their home area, and by having friends visit them at the home, in line with the child's plans, age and stage of development. We understand that there is a range of influences that friendships can have and endeavour to encourage those with a positive impact and discourage those with a negative impact.

## **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 demonstration its effectiveness and details of how the information or the evidence can be accessed*

All children at Garden House are registered with the local GP, dentist, and opticians as part of the admission process. Garden House staff are made aware by the placing local authority of any health care needs on admission with additional support and therapeutic intervention to be accessed through local CAMHS services and the Fair Ways Clinical Hub team.

“There is an excellent attention given to children’s health needs. Children’s physical, emotional and psychological needs are met by adults who receive guidance from qualified practitioners” (Ofsted Report, September 2022).

Signed medical consent is required from the person(s) with parental responsibility and this will be required as part of the admission procedure from the onset. Garden House will also comply with the statutory requirement of the annual Looked After Child medical assessments and assist in the making and supporting of any appointments. At Garden House we work with the designated looked-after children’s nurse and have good working relationships with local health providers; this helps us to support children with their health needs.

If there are any identified concerns regarding health, we will also facilitate additional training or resource for our staff. Any therapist or health care professional involved in the direct support of the child will be invited to attend reviews, care planning and strategy meetings. This would be to provide feedback on how the child is progressing and benchmark any progress being made. Additionally, staff at Garden House will keep a log on the digital record system of all health and therapy appointments attended with observations of behaviours that may be a causality of the process of engaging in the therapy process.

Where confidentiality allows, we will ask for all healthcare professionals to share key information and session progress with ourselves or a written log of their sessions with our children created. These will either take the form of case notes, clinical assessments/ reports or directly on our ClearCare System.

For children with special educational needs, disabilities and/or an Education, Health and Care Plan (EHCP) we will take account of the health objectives it specifies. The specific responsibilities of the home towards supporting the health of each child will be agreed upon with the placing authority and parents and cares where appropriate.

Through role modelling and direct key work sessions, we encourage children to take a proactive role in the management of their day-to-day health and well-being. This may be as simple as brushing their teeth, learning to shower or taking their medicine when required. This should of course be age appropriate and dependent on each child’s understanding and capability. Garden House promotes and offers advice, support and guidance on health and personal care to enhance, inform and supplement the information and learning opportunities provided by the child’s school through Personal, Social, Health and Economic education (PSHE).

The home has a key role in supporting children to achieve and maintain healthy lifestyles. We endeavour to make healthy choices and create a balanced menu which meets the nutritional needs of the children. We promote choice and ask the children for their input and provide opportunities for learning and

practising skills if they are willing to help and support food preparation and cooking tasks. When we eat at Garden House, we choose to sit together as a group and use this as an informal opportunity to connect discuss and support. Furthermore, we emphasise activity and adventure at Garden House and feel that discovery through adventure along with shared experiences are key to providing opportunities for healthy and developmental growth.

Tracking the health of our children is very important for us, alongside recording health appointments and advice from relevant healthcare professionals. We also keep a measurement of the height and weight of the children every month, which helps us plot and track the number of potential health-related trends as well as providing key information to other professional agencies and practitioners if required.

Our key role and function are to ensure each child’s attendance at the necessary primary and secondary health services. Most health services that a child needs to access will be provided by other organisations. Therefore, if these services are not accessible, or are withdrawn, staff will engage with those who also hold responsibility for the child’s health to seek to ensure each child’s health needs are met. It is also our responsibility when a specialist health intervention is arranged for a child, that we are sure that the person delivering the intervention has appropriate skills, experience, and qualifications. Where the intervention provided is a regulated activity, the registered person will check that the provider of the service is registered with the appropriate bodies.

## Experience and Qualification

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 teamwork with other Fair Ways staff teams through supervision and training to ensure Fair Way’s children 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 emergency service and Fair Ways staff will be supported and educated on appropriate care pathways in the case of an emergency.

<i>Staff name and job role:</i>	<i>Qualifications and membership/registration</i>
<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>

For more information about our Therapeutic Hub, this can be requested from the clinical lead at [lorna.taylor@fairways.co](mailto:lorna.taylor@fairways.co)

We also receive clinical input from external professionals:

<i>Staff name and job role:</i>	<i>Qualifications and membership/registration</i>
<b>Anna Randle</b> Clinical Psychologist	<ul style="list-style-type: none"> <li>• BSc Psychology</li> <li>• Post Graduate Certificate in Primary Care Mental Health</li> <li>• Doctorate of Clinical Psychology</li> <li>• HCPC registered</li> <li>• BPS registered</li> </ul>
<b>Natalie Stokes</b> Speech and Language therapist	<ul style="list-style-type: none"> <li>• BSc Hons in Speech and Language Therapy</li> <li>• Royal College of Speech and Language Therapists (RCSLT)</li> <li>• The Health and Care Professions Council (HCPC)</li> <li>• Association of Speech and Language Therapists in Independent Practice (ASLTIP)</li> </ul>

## Assessment

Every child will have a 12-week assessment period to assess the potential therapeutic or healthcare needs of the child. In this period, we aim to complete a Speech and Language Therapy assessment, as well as an Occupational therapy assessment as a baseline. Cognitive assessments and Interoception assessments may also be carried out if required. Previous assessments from education, placements, and other professionals may also be taken into consideration and may form part of the final 'Therapeutic Needs Assessment' report which is completed by Dr. Anna Randle.


## Individual therapy

During the initial 12-week assessment, it is often discussed whether the child is ready for therapy at that time, or not. If they are, the clinical team will put together recommendations of suitable therapy options. The team at the Fair Ways hub can offer therapies such as music therapy, life story work, and occupational therapy. If they believe one of young people will benefit from a therapy that they are unable to deliver, e.g., equine therapy, they will support us making suitable arrangements. Particular attention is paid to ensure the interventions are individualised to the young person taking into account several factors including age in addition to complex trauma and attachment difficulties.

For the children who access therapy through Fair Ways, sessions are typically offered on a fortnightly basis. The therapeutic hub like to use the 'Dyadic Developmental Practice' approach to sessions and the children are often supported by their keywork during the sessions, providing this is their desire also.

## Outcome Measures

Focus meetings are held monthly with the children to informally monitor progress and development. As described above, it is an opportunity for the child and Deputy Manager to discuss feelings and behaviour, physical health, education, relationships and friends, safety, and where you live, as well as, the targets set in the previous meeting, if they have been achieved, or how we can achieve them next



month. Three targets are set per month, and these are typically set against the care plan targets but may also be relevant to recent behaviours. The child is also encouraged and given the opportunity to reflect and set themselves a relevant target. The three targets will be focused on:

1. Personal physical (such as brushing teeth, attending the dentist, bedroom tidies, etc)
2. Personal emotional (such as recognising emotions, managing big feelings, building self-esteem, etc)
3. Community (such as respecting the home, using our manners, charity fundraising, etc)

On a bi-monthly basis, we hold a Team Around the Child meeting with the staff team and clinical psychologist, Dr. Anna Randle which is used to informally monitor personal development and progression. In this group meeting, the space is used to review mental wellbeing, physical health, family dynamics, school and education, relationships and much more. Dr. Anna Randle will encourage the group to think about and unpick the meaning behind behaviour, behaviour as a form of communication, and how to therefore respond in a therapeutic way.

Progression and development noted in both Focus Meetings and Team Around the Child meetings are used to inform CLA reports and reviews, on a 6-monthly basis and throughout the placement overall. In line with CLA reviews, we review and update multiple placement documents such as Individual Risk Assessments, Individual Behaviour Support Plans, and Placement Plans. Within the Placement Plans we will now formally track progression and development using a scale from 1-5; 1 being the lowest and 5 being the highest risk.

## Positive relationships

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

At Garden House, family contact arrangements are discussed as part of the admission process so we can ascertain whether they can be met within our service.

We can facilitate supervised contact, whether this be virtual or face to face. We can also facilitate contacts that are not supervised by us by supporting with transport (e.g., overnight stays with family, or contact supervised within a contact centre).

Contact arrangements with family will be outlined in their placement plans. We value the views and wishes of the child regarding family time and will advocate for them if reasonable and in their best interests. We do not force children to attend family contact, and we would never remove contact because of behaviour.

We actively promote playdates with peers of their own age. Where possible we will supervise playdates in the community. In order to leave a child in the care of a peer's parents, we will first consult with the social worker before any arrangements as such are made.

For our children who have been risk assessed and are deemed able to manage independent time, they are able to freely meet with their friends in the community.

All contact with family and friends is recorded on our system, ClearCare. We use this to monitor time keeping, interactions, and mood and presentation of the child before, during and after contact. Any concerns will be reported to the Registered Manager and Social Worker.

Contact with social workers, legal advisers, advocate, 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.

### Protection of children

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

Supervision of our children is paramount, and due to their age and vulnerabilities, it is important we provide sufficient supervision, naturally reducing the risk or opportunity of harm. During the day and as a standard we have a ratio of 1 adult per 1.5 children; this means a minimum of 4 adults for 6 children. However, we like to operate on 5 staff. If children require higher levels of supervision this will be discussed with their social worker and local authority, and extra funding would need to be approved. At night, the ratio is understandably reduced, with 2 staff on duty between 22.00-07.30; one waking night support worker and one on-call sleep-in staff.

Within the home, we utilise an electronic door alarm system that will send a discrete message to a central hub and linked devices. The purpose of this system is to help monitor and safeguard the children. All bedrooms, the front door and the rear exit of Garden House are fitted with sensors. This alerts us when a door is opened and/or closed, which in turn can support us to prevent any missing from care incidents. This system is utilised during the night hours by our waking night support staff. All the children and placing authorities are made aware of any sensors that are installed when they come to visit Garden House, 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.

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. Furthermore, the home has an account with Norton Family which allows for additional security to help block inappropriate content, such as websites with sexual, violent, or other adult-oriented content on the children's own handheld devices. The children are made aware of these internet restrictions and safety measures via the homes in house mobile and device usage contracts.


#### **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 the restraint and how their competence is assessed.*

At Garden House behaviour management is based upon verbal encouragement, positive reinforcement of positive behaviour, appropriate role modelling, structured routines and boundaries, emotional containment along with logical consequences, reparation, and reflection.

Positive reinforcement, praise, and rewards include, but are not limited to, paid activities, later bedtimes, extra tech time, takeaways, sweet treats, or a choice of items from the reward box such as Pokémon cards, sensory toys, stationery, football cards, and much more. To recognise all the small achievements throughout the days, we use a token system. Each child has their own-coloured token, and staff give





these to the children in recognition of kindness, good table manners, sharing, trying new things, helping others, and much more! At the end of the week, in community meeting, we reflect on all the reasons the children received these tokens.

At Garden House, we believe all behaviour is a form of communication. After any incident, we collaborate with children to explore the communication behind the behaviour. Once emotionally regulated, it is an expectation that staff, the children and possibly the community will talk through their behaviours and the possible impact their actions had upon the group.

Unacceptable behaviour can frequently be prevented or curtailed by using mild or more severe verbal reprimands. In situations where repeated verbal reprimands have proved ineffective, only then can formal consequences be permitted. Formal consequences can often be avoided through proactive childcare, routines, boundaries, and structure.

Natural consequences of behaviour may include tidying up the mess made, fixing items that have been broken, etc. Formal consequences may be earlier bedtime, loss of activity, no use of the car, loss of phone or technology, etc, but the consequence will always be related to the undesirable behaviour displayed. Reparation tasks are used to repair the relationship between those involved, so this could include offering a kind gesture, reflective conversation, keywork session, and spending positive quality time through 'take back time'. For example, say a child was to go to bed 1 hour later and were being disruptive and damaging property, they may spend 1 hour the next day with the staff member helping to fix anything broken, repair relationships and complete any other relevant helpful tasks.

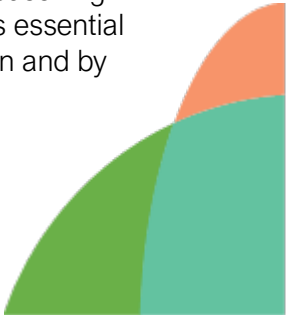
The reflective conversation allows the opportunity for enquiry, as well as commentary and questioning, and conveys a subjective sense of freedom, movement, and possibility of change, without implying undue formality or unwelcome scrutiny. Until this reflective conversation to repair harm takes place, we may use permitted consequences such as restriction of social outings and curtailment of leisure activities, if it is in the interest of safety. We share, convey and move on.

The use of permitted consequences must take into account the appropriateness of the behaviour to the misdemeanour or unacceptable behaviour. The child's age, maturity, understanding and capability must be considered. We will ensure that all staff are aware of the acceptable measures, the extent of their discretion in administering them and the requirement to record their use on each occasion. Restorative conversations and post-conflict discussions support children to reflect on behaviours and hopefully develop more empathy towards others and learn from experiences.

The children that are looked after at Garden House 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 their expressing behaviours that challenge.

Positive behaviour and relationships should be reinforced, praised, and encouraged; poor 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.

Good order and a settled environment are easier to maintain when a child understands the reasoning for placement. A stable, consistent framework of appropriate expectations and boundaries is essential to facilitate this. Good order is primarily achieved by positive relationship building with children and by



an atmosphere of trust and respect as well as a consistent predictable environment. Structured boundaries exist to provide our children with safety and security.

In practical terms, the primary objective of our staff is to ensure that all the children in our care are safe. In the first instance, this often means challenging anti-social or self-destructive behaviour and enabling them to develop alternative ways of expressing their feelings. We endeavour to look at what has led to or the function of behaviours rather than focus on any damage that has been caused or the behaviours that have been expressed.

We aspire that all staff members at Garden House will have been trained to use the PACE (Playfulness, Acceptance, Curiosity, and Empathy) therapeutic model of practice, as a form of communication, building relationships and supporting children to manage their behaviours. It is a way of being that involves creating a safe setting in which the child can begin to explore, resolve, and integrate a wide range of memories, emotions, and current experiences, that are frightening, shameful, avoided or denied. Safety is created by ensuring that this exploration occurs within an inter-subjective context characterised by nonverbal attunement, reflective dialogue, acceptance, curiosity, and empathy into the children's thoughts, feelings, experiences, and life. PACE is a non-judgemental model that separates individuals from their behaviours and allows exploration of emotions, which are the root cause of the behaviour being presented.

Individual Behaviour Support Plans will be created that are specific to the child whilst also being dynamic and live and updated in line with changes to best management strategies and possible behaviours exhibited. At Garden House, we share the individual behaviour support plans with key others such as the local neighbourhood policing teams. We have already forged links to the police team and have discussed our police involvement protocol. Which can be viewed on request from [hello@fairways.co](mailto:hello@fairways.co).

Physical restraint is used as a last resort, and can only be used when there is risk of serious harm. Restrain can not be used to force compliance, and it must be your honest held belief that greater harm could be caused otherwise. Any restraints must be reasonable, proportionate and justifiable. All records of restraint are saved onto ClearCare and will have management oversight.

In March 2022, Fair Ways began rolling out a new programme called 'RiiSE' (Relationship Inspired Ideas for Supportive Environments) which has been certificated with BILD (British Institute of Learning Disabilities) and RRN (Restraint Reduction Network) Training Standards. At Garden House, all core staff will undertake 'RiiSE' training as part of their core training. This is a five-day course focusing on not only the theoretical side, but safe physical intervention too. Observations and an end point knowledge test are used to deem competency. A 2-day refresher course is then carried out on an annual basis.



The RiiSE programme aims to provide our residential staff with a clear understanding of how to manage behaviour which challenges, use de-escalation strategies where possible avoid the use of physical restraint and only do so as a last resort to stopping immediate harm to any person, with the least intrusive method and with a lawful excuse to do so. Physical techniques should therefore only be used when other methods not involving the use of force have been tried and failed or are judged unlikely to succeed. Physical holding is NEVER used as a means of forcing compliance. The focus should be a last

resort and only if it is believed that harm to the child or others would be the outcome if physical intervention is not made.

Garden House has a dedicated RiISE coach (Mark Walton) who can be contacted for any additional information at [mark.walton@fairways.co](mailto:mark.walton@fairways.co)

## Leadership and management

### 18. The name and work address of-

- |                                |                                     |
|--------------------------------|-------------------------------------|
| a. The registered provider;    | Fair Ways Community Benefit Society |
| b. The responsible individual; | Bret Noades                         |
| c. The registered manager;     | Chris Hayward                       |

**Company address:**  
Fair Ways,  
Ground Floor, Building 1000,  
Western Road,  
Portsmouth,  
Hampshire,  
PO6 3EN.  
02380 230400.

**Registered manager address:**  
Garden House,  
Pricketts Hill,  
Shedfield,  
Hampshire,  
SO32 2JW.  
07545 170972.  
01329 835875.

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

<i>Staff name and job role:</i>	<i>Qualifications and experience</i>
<b>Bret Noades</b> Responsible Individual	<ul style="list-style-type: none"> <li>• ILM level 7 in Leadership &amp; Management</li> <li>• TQUK Level 3 Award in Education and Teaching</li> <li>• Lioncare Diploma in Therapeutic Childcare &amp; Education</li> <li>• NVQ4 Leadership &amp; Management in Care Award</li> <li>• NVQ4 in Health and Social Care</li> <li>• NVQ3 in Health and Social Care</li> <li>• DDP level 1</li> <li>• 16 years' experience in children's residential</li> </ul>
<b>Chris Hayward</b> Registered Manager	<ul style="list-style-type: none"> <li>• BA Hons (2:2) Adventure education</li> <li>• BTEC National Diploma in outdoor sports</li> <li>• QCF level 3 Health and Social Care Children and young people.</li> <li>• Level 3 diploma in leadership and management ILM</li> <li>• QCF Level 5 Health and Social Care Children and young people.</li> <li>• DDP Level 1+2 (dyadic development psychotherapy)</li> <li>• BSUPA instructor (Paddleboard)</li> <li>• RYA Powerboat and Safety Boat Qualifications</li> </ul>

	<ul style="list-style-type: none"> <li>• 1 year experience in SEMH education</li> <li>• 10 years' experience in children's residential</li> </ul>
<b>Linsay Smylie</b> Deputy Manager	<ul style="list-style-type: none"> <li>• BSc Childhood Studies (2:1)</li> <li>• NCFE Level 3 Diploma for Residential Childcare</li> <li>• BTEC Level 3 National Diploma in Children's Care, Learning and Development</li> <li>• Group TheraPlay</li> <li>• Makaton Foundation Award for Professionals</li> <li>• DDP Level 1+2 (dyadic development psychotherapy)</li> <li>• Enrolled on Level 5 Children's, young people and families manager</li> <li>• 2 years' experience in 1:1 education</li> <li>• 7 years' experience in children's residential</li> </ul>
<b>Danielle Sullivan</b> Team Leader	<ul style="list-style-type: none"> <li>• Masters in Education (social justice)</li> <li>• BA Hons Childhood and Youth Studies</li> <li>• Level 3 Diploma for Residential Childcare</li> <li>• DDP Level 1+2 (dyadic development psychotherapy)</li> <li>• Group TheraPlay</li> <li>• 5 years' experience in children's residential</li> </ul>
<b>Lisa Purkiss</b> Team Leader	<ul style="list-style-type: none"> <li>• Bachelor's degree in music and drama</li> <li>• 20 years+ of teaching experience</li> <li>• Group TheraPlay</li> <li>• Enrolled on QCF Level 3 Residential Childcare</li> <li>• 8 years head of Performing Arts in a secondary school</li> <li>• 2 years' experience in children's residential</li> </ul>
<b>Charis Birmingham</b> Team Leader	<ul style="list-style-type: none"> <li>• BSc Psychology (2:1)</li> <li>• A Levels in Biology, Psychology &amp; Philosophy, and Ethics</li> <li>• Enrolled on QCF Level 3 Residential Childcare</li> <li>• 2 years' experience in children's residential</li> </ul>
<b>Henry Vince</b> Senior Support Worker	<ul style="list-style-type: none"> <li>• FA level 2 football coach</li> <li>• Level 3 Diploma for Residential Childcare</li> <li>• 5 years' experience as a children's sports coach</li> <li>• 2 years' experience in children's residential</li> </ul>
<b>Kirsti Millard</b> Senior Support Worker	<ul style="list-style-type: none"> <li>• Level 3 Business Administration</li> <li>• Level 4 Residential Childcare</li> <li>• 3 years' experience in children's residential</li> </ul>
<b>Bethany-Louise Bell</b>	<ul style="list-style-type: none"> <li>• BTEC Level 2 in Health &amp; Social Care</li> </ul>

Senior Support Worker	<ul style="list-style-type: none"> <li>Childcare Level 2 Apprenticeship</li> </ul>
<b>Chris Barrant</b> Support Worker	<ul style="list-style-type: none"> <li>Foundation Degree – Mechanical and Design Engineering</li> <li>Judge for Trading game (Yu-Gi-Oh)</li> <li>Treasurer for University of Portsmouth Tenpin Bowling Club</li> <li>Senior Cadet at CCF (Combined Cadet Force)</li> <li>Level 2 Certificate in Counselling Skills</li> </ul>
<b>Kirsti Spice</b> Support Worker	<ul style="list-style-type: none"> <li>NVQ Level 3 in Promoting Independence</li> <li>NVQ Level 4 in BSL</li> </ul>
<b>Aysha Coker</b> Support Worker	<ul style="list-style-type: none"> <li>Level 3 in Education and training</li> <li>BSc in Criminology and Criminal Justice</li> <li>Youth mental first aider</li> <li>6 years' experience working with children mainly in child protection and restorative practice</li> </ul>
<b>Rohan Murphy</b> Support Worker	<ul style="list-style-type: none"> <li>Level 3 in Outdoor Sports</li> <li>RYA Powerboat Level 2 and Instructor</li> <li>4 years' experience working as a sports instructor, often working with children with diverse needs</li> <li>1 year experience working within children's residential care</li> </ul>
<b>Matthew Robson</b> Support Worker	<ul style="list-style-type: none"> <li>BA (Hons) in Physical Education and Sports coaching (2:1)</li> <li>Level 2 certificate in Fitness Instructing</li> <li>Sports Leaders UK level 1 Award</li> </ul>
<b>Mollie Broadley</b> Support Worker	<ul style="list-style-type: none"> <li>Level 3 Diploma in Residential Childcare</li> <li>BSc Forensic Psychology Mental Health</li> <li>Level 7 Strategic Management and Leadership Practice (CMI)</li> </ul>
<b>Matt Colban</b> Support Worker	<ul style="list-style-type: none"> <li>BTEc National Diploma in Sports Coaching</li> </ul>
<b>Vacant</b> Support Worker	<ul style="list-style-type: none"> <li></li> </ul>
<b>Holly Haddow</b> Peripatetic Worker	<ul style="list-style-type: none"> <li>Level 3 Diploma for Residential Childcare</li> <li>7 years' experience in children's residential</li> </ul>
<b>Vacant</b> Administrator	<ul style="list-style-type: none"> <li></li> </ul>

<b>Morgan Chase</b> Night Support Worker	<ul style="list-style-type: none"> <li>• Level 2 BTEC in Performing Arts</li> <li>• Diploma in Hair and media make up</li> <li>• Diploma in Nail technology</li> <li>• GCSE's (A*-C) in English, Maths, Dance and Art</li> <li>• 2.5 years' experience as a waking night working with young adults with mental health needs</li> </ul>
<b>Dennis Mkurazhizha</b> Night Support Worker	<ul style="list-style-type: none"> <li>• Currently working towards CIPD LEVEL5 HR</li> <li>• 7 years' experience in healthcare (Children's residential, adult care, and health care assistant)</li> </ul>
<b>Beth Green</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• MSc Criminal Psychology with Criminal Justice</li> <li>• BSc Criminology with Psychology</li> <li>• Experience as a dance coach in Primary School settings</li> </ul>
<b>Bryn Gadd</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• Level 3 BTEC National Diploma in Performing Arts</li> <li>• BA Hons Comedy – Writing and Performance</li> <li>• Experience in the Police and in the British Army</li> </ul>
<b>Georgia Reeves</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• Level 3 Diploma in Children, Young People and Families</li> <li>• Currently studying online course for Play Therapy</li> <li>• 5 years' experience working in residential childcare settings</li> </ul>
<b>Leon Hilling</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• Level 3 in Adult Health and Social Care</li> <li>• Level 2 in Counselling</li> <li>• Level 2 in Working with Addiction and Recovery</li> <li>• 6 years' experience working in a variety of residential settings including supporting living and adult alcohol and drug rehabilitation centres</li> </ul>
<b>Victoria Pelling</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• Level 3 Diploma in Health and Social Care</li> <li>• 7 years' experience working in multiple children's residential settings</li> </ul>
<b>Sam King</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• Mindful Breastfeeding Practitioner - 2023</li> <li>• Beyond Bea Baby Loss Training - 2021</li> <li>• Adult, Paediatric and Neonatal Resuscitation trainer.</li> <li>• The Incredible Years, Sure Start - 2018</li> <li>• Level 3 Safeguarding Children training</li> <li>• NHS/NCT - 2011</li> </ul>
<b>Karren Murray-Gow</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• Level 5 Prof. Dip in Psychotherapeutic Counselling Modality Pluralistic: Humanistic, Psychotherapy, CBT</li> <li>• Accredited with the National Counselling and Psychotherapy Society (NCPS) SCoPEd which is part of the six professional bodies that hold registers accredited by the Professional Standards Authority (PSA) and recognised by the NHS</li> </ul>

	<ul style="list-style-type: none"> <li>• Safeguarding Designated Safeguarding Lead: working with complex social and mental health cases. Working with all stakeholders: Police, NHS, Local Authority, Third Sector: Child Protection, Child in Need (CIN), Early Help Hub, Channel (Prevent).</li> <li>• Designated Teacher Looked After Children. Working directly with Looked After and Care Leavers, Foster Carers and Social Worker. Completed DT training and new online system.</li> <li>• Support and work with young people and adults with SEN, neurodiversity</li> <li>• Supported the Peer support, LGBTQ, Student Voice</li> <li>• Suicide prevention and support qualification: City &amp; Guild level 3</li> </ul>
<b>Tyler Scoble</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• BSc in Sociology</li> <li>• BTEC extended National Diploma in Health and Social Care</li> <li>• Over a year's experience in children's residential care</li> <li>• 7 years' experience in a pre-school setting</li> <li>• 1 year experience teaching English in Japan</li> <li>• TEFL qualification and online teaching experience for Chinese students</li> </ul>
<b>Mark Walton</b> Multi-site (Full-time) Support Worker	<ul style="list-style-type: none"> <li>• Level 3 in Residential Childcare</li> <li>• Level 3 in Public Services</li> <li>• Fair Ways RiiSE coach</li> <li>• Experience in the British Army</li> <li>• Experience as Pastoral Coordinator in an SEMH school</li> <li>• 7 years' experience working in a variety of residential settings including supporting living, children's home, and mental health</li> </ul>
<b>Adele Tindall-Barber</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• Level 3 in Health and Social Care</li> <li>• Level 5 in Early Years Education</li> <li>• 8 years' experience working with children in educational settings</li> </ul>
<b>Becky Parker</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• BSc in Sports Therapy</li> <li>• Level 3 Diploma for Residential Childcare</li> <li>• 4 years' experience working with children - residential and outreach</li> <li>•</li> </ul>
<b>Charlotte Caws</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• DSc in Health and Social Care</li> <li>• Enrolled on QCF Level 3 Residential Childcare</li> <li>• 3 years' experience at American summer camps</li> <li>• 4 years' experience working with children in a residential setting</li> </ul>


<b>Eady Hardwell</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• Currently completing a BA in Secondary Years PE</li> <li>• Been working with children and young people since Dec'22</li> </ul>
<b>Ellie Waine</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• BA in Childhood, Youth and Community Studies</li> <li>• 9 years' experience working with children in different capacities (Gym coach, Nursery Nurse, Afterschool clubs, private Nanny)</li> </ul>
<b>Emma Stearman</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• NVQ Level 1 + 2 in hairdressing</li> <li>• 1 years' experience across multiple Fair Ways services</li> </ul>
<b>Jack Toms</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• BTec Level 2 in Public Services</li> </ul>
<b>Jake Jellinek</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• Currently completing a BA in Physical Education and Sports coaching</li> <li>• Been working with children and young people since Dec'22</li> </ul>
<b>Rachael Hillebrandt</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• City &amp; Guilds in Community Care</li> <li>• 6 years' experience as a Personal Assistant</li> <li>• Previous experience as Waking Night Support Worker</li> </ul>
<b>Sian Evans</b> Multi-site (Zero hours) Support Worker	<ul style="list-style-type: none"> <li>• History and Education BA Hons &amp; QTS</li> <li>• 20 years' teaching experience (4-8 years)</li> </ul>

All unqualified childcare staff will work towards the Level 4 Apprenticeship for Children, Young People and Families with a Residential Pathway. Waking night support staff will complete an alternative qualification; Level 3 Diploma in Residential Childcare. Enrolment begins once they have passed their mid-point probation, and they are expected to complete the qualification within two years of employment. Our Fair Ways training centre offer monthly drop-in sessions at Garden House to support with these qualifications.

## 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.

Although we consider ourselves one big team at Garden House, there are smaller teams within; there are three teams (Palm, Oak, and Willow) who work directly with the children. Each smaller team should consist of a Team Leader, a Senior Support Worker and three Support Workers. These teams work a shift pattern of '4 days on and 8 days off', We feel that our staffing structure further provides for a consistent, supportive, and predictable environment for our children. We believe that this period allows





for stability within the home and thus for consistent and trusting relationships to form. We use multi-site support workers to cover the gaps when our full-time staff are on annual leave, or off sick.

We believe that a high level of support afforded to our children should be a 24-hour occurrence and as such we employ two waking night staff who work an alternating '4 nights on, 4 nights off' shift pattern. They provide care for our children, undertaking the primary care tasks through the often-difficult worrying night-time. The waking night staff will support the children to settle to bed in the evenings and throughout the night if awoken. Our waking nights have been integral in supporting young people to overcome bedwetting. The waking nights provide a sense of security throughout the night, which is often a worrying time for our children. A member of the day staff will also sleep onsite, as "on-call" support.

If for any reason, we are unable to cover a waking night shift we have a process and risk assessment in place to continue to provide safety and security to the children; two of our daytime staff will sleep in, on-call. They will take the door alarm system and house phone to bed with them, which will alert them if a child was to wake in the night. The children will be informed of night-time arrangements and how they can find staff if they need support.

Management of the home is supported by the Registered Manager, the Deputy Manager, and our administrator. Deputy Managers and Registered Managers of the three residential children's homes in the Solent area share the on-call management duties, 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).

At Garden House, 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.


Supervision is used as a forum for the sharing of information, providing a safe space and time for staff to reflect and develop their practice. There is an expectation that supervision is a two-way process, and each staff member should attend supervision with a thought-out agenda. Supervision ensures that standards of service delivery are maintained and developed. It assures children and their placing authorities that Fair Ways is accountable for their staff's work practices.

New staff members follow a detailed induction process and benefit from fortnightly supervision. As part of the induction process staff are trained in core areas such as child safeguarding, first aid, fire safety, food hygiene, care of medicines, health & safety, equality and diversity and team teaching which includes the safe management of physical intervention.

Mid-point probation is typically carried out after three months of employment, and this is used to track learning and progress, supporting the staff member to remain on track to pass their end of probation, which is completed after 6 months of employment.

All staff will receive an annual appraisal with their line manager. This process will track their development and form their Personal and Professional Development Plan, which should be used as a point of reference within supervision sessions. A task-centred approach can then be used within the workplace to encourage practical development alongside the use of supervision to reflect on the progress being made and any further areas of need.

If there are any concerns in performance or practice, these should be discussed within supervisions, probation reviews, and/or appraisals, Extension of probation, or Performance Improvement Plans will be



considered to support the staff member in achieving.

At Garden House we outsource a clinical psychologist, Dr. Anna Randle, who carries out reflective practice with the team. This is completed monthly within our team meetings.

The Deputy Manager is supervised by the Registered Manager and receives group clinical supervision from a member of the Fair Ways Clinical Hub, both on a monthly basis. The Registered Manager is supervised by the Responsible Individual and also receives individual clinical supervision from a member of the Fair Ways Clinical Hub, both on a monthly basis.

**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 Garden House staff team is made up of a mix of both genders, which is positive for the children in our care to build relationships and learn to interact and can relate to in this dynamic. This also reinforces anti-discrimination and enables us to work with those children that find it problematic to relate to one or either of the sexes due to their experiences in childhood.

## Care planning

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

### **Admission Criteria**

Admission to Garden House will be considered for children:

- Aged between 6-12 years at the time of referral.
- With complex, social, emotional, and behavioural difficulties.
- Who display inappropriate sexualised behaviour.
- Who display conduct disorder/challenging behaviour.
- Who have mild/moderate learning difficulties or appear to have autistic traits.
- Who have been excluded from mainstream education.
- Who are able to live within a structured, nurturing environment and are willing to establish relationships with the adult group.
- Who are able to take advantage of the living environment and treatment offered and, thus, facilitate progressive, gradual change in their behaviour.
- Who want to come to Garden House and make a positive change in their lives.

We are unable to accommodate:

- Any child who requires continuous psychiatric supervision.
- Those currently addicted to hard drugs.
- Persistent arsonists.
- Children with profound physical disabilities or profound learning difficulties.
- Children who pose a serious physical threat to others.

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



## Admission Process

Fair Ways, Garden House, has a carefully devised admission procedure which will consider the overall needs of the child. A preplacement impact assessment will be completed before any admission to ensure children are as well matched as possible to the other children already placed with us.

When a child is referred to Garden House we require a full report from key professionals, detailing the child's needs and presenting behaviours. The Manager and Deputy Manager will meet and ascertain if Garden House can provide the individualised care needed to meet the requirements of the child.

To help guide the decision of appropriateness of placement, any referral will be discussed with all available staff members and shared with identified potential school provisions and the Clinical Hub to receive further professional input and critical thinking around whether the placement would be viable. Throughout the referral process, the currently placed children will be consulted.

On receipt of all documentation and relevant professional input, a placement will only be made if the child's needs can be met by the home and if the placement is not deemed to be detrimental to the other children. No placement will be decided upon or agreed upon on a basis of financial needs or any other non-child-focused basis.

The management team aims to visit the child in their setting and for the child to visit Garden House. This aims to help the child gain a better understanding of what Garden House can offer them. Ideally, we would want the child to make an informed choice to come and live at Garden House after visiting. Current residents are encouraged to meet the possible new child on the visit, give them a tour and help discuss the home's core values and routines and boundaries.

## Fast Track and Same Day Admissions


The home offers planned placements as a preference, as we recognise the importance of planned admissions for all concerned. However, we can accept emergency placements in special circumstances where possible, and on receipt of a fully completed referral form and all necessary CLA documentation requested.

We are unable to offer short term or respite places.

## Placement Planning

The placement planning system at Garden House is designed to gain a comprehensive baseline assessment over the initial 12 weeks of placement before making an individualised plan of care for each of our children.

All preplacement information helps support in the initial 12 weeks of the placement which we term 'the assessment and observation phase'. Sharing key information with the clinical team at the 'Hub' in the referral stage helps us gain clinical feedback on the perceived appropriateness of provision and also signpost potential assessments that should or could be undertaken. Additionally, in this observation phase, individual behaviour management plans (IBSPs) and child-centred placement plans are created in collaboration with the child to best understand their likes and dislikes as well as how best to work alongside them in times of challenge. Furthermore, at Garden House we are continuing to develop and run an outcome-measuring tool in collaboration with Hampshire Local Authority as a pilot. It is in this initial period that the areas of current achievement will be baselined, but also ongoing targets and goals will be set.



Placement planning is always changing alongside the developmental nature of our children. However, after the 12-week assessment period and initial outcomes goals, we aim to continue to provide accurate, realistic, and measurable placement plan targets for the staff and child to work towards. We utilise monthly 'Team Around the Child' meetings, 6 monthly CLA review meetings, CLA medical assessments, and therapeutic assessments alongside the views and feelings of the children to help guide these ongoing placement planning targets which all should be underpinned by the central themes and aims of the individual's Care plan.

## Summary

Our overall aim is to provide a safe, nurturing environment in which the physical, social, intellectual, spiritual, and emotional development of every young person is facilitated and differentiated according to need.

In responding to the individual needs of the young person, the home will at all times operate within the framework of the Children Act 1989, Children Act 2004, the Quality Standards (2015), the Children's homes regulation (2015), The Social care common inspection framework (SCCIF) and Fair Ways' childcare policies.

Garden House Children's home's operation will be evaluated regularly through Fair Ways' Management via Regulation 44 visits and management schedules as detailed in Regulation 45, service purchasers and independent inspections through Ofsted.

From the Quality Standards (2015) all aspects of the following will be reviewed:

- Engaging with the wider system to ensure each child's needs are met.
- The quality and purpose of care standard
- The Children's views, wishes and feelings standard.
- The Education standard
- The enjoyment and achievement standard
- The health and well-being standard
- The positive relationships standard
- The protection of children's standard
- The leadership and management standard
- The care planning standard

Date	Updated	Sent to Ofsted	By whom
23.11.23	Transfer from old template to this new template	04.12.23	L.SMYLIE
19.12.23	Change of staff roles	19.12.23	L.SMYLIE
05.01.24	Change of staff	05.01.24	L.SMYLIE
29.01.24	Update to staffing team	29.01.24	L.SMYLIE
02.02.24	Changes to The Hub staffing info	02.02.24	L.SMYLIE
05.03.24	Update to staffing team and multisite team	06.03.24	L.SMYLIE
07.05.24	Update to staffing team	07.05.24	L.SMYLIE
25.06.24	Update to staffing team	25.06.24	L.SMYLIE

