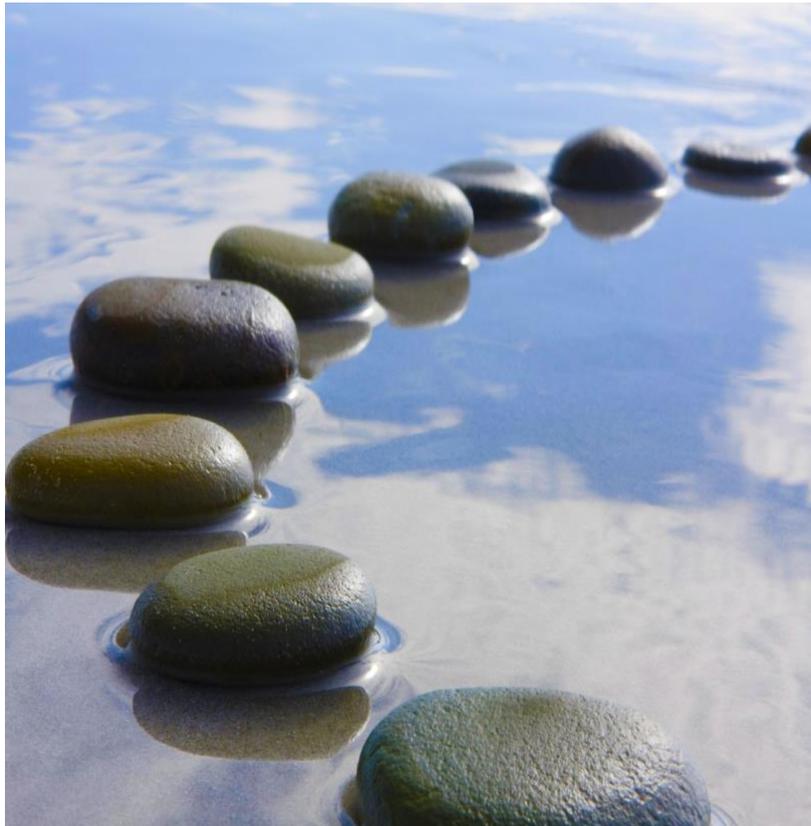


Statement of Purpose Escalon House



A Step Forward in Care

Reviewed December 2018

In our work with Children, 4D Care Ltd and Escalon House have adopted the key principles of Residential Child Care as set out in the Guide to the Children's Homes Regulations including the quality standards, April 2015:

- **Children in Residential child care should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential.**
- **Residential child care should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time**
- **Residential child care should foster positive relationships, encouraging strong bonds between children and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non domestic routines and established boundaries of acceptable behaviour.**
- **Residential child care should be ambitious, nurturing children's school learning and out of school learning and their ambitions for the future.**
- **Residential child care should be attentive to children's need, supporting emotional, mental and physical health needs, including repairing earlier damage to self esteem and encouraging friendships.**
- **Residential child care should be outward facing, working with the wider system of professionals for each child, and with the children's families and communities of origin to sustain links and understand past problems.**
- **Residential child care should have high expectations of staff as committed members of a team, as decision makers and as activity leaders. In support of this, children's homes should ensure all staff and managers are engaged in on going learning about their role and the children and families they work with.**
- **Residential child care should provide a safe and stimulating environment in high quality buildings, with spaces that support nurture and allow privacy as well as common spaces and spaces to be active.**

These Key Principles Embodies all that makes Escalon House Special and Managers and Staff demonstrate these principles in every area of the work we do with the children in our care.

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Aims

Our aim is to work with children in a supportive residential environment where all behaviours will be considered carefully and be positively addressed and where practice is focused to be responsive to individual needs to ensure positive outcomes.

Escalon House specialises in offering care and education to children who are often exhibiting the following behaviour patterns:

- Absconding from home or other placement.
- Have experienced multiple placement breakdown
- Non attendance at school.
- Beyond parental control.
- Mis-using drugs and/or alcohol.
- Involvement with the criminal justice system.
- Have aggressive or violent responses to difficulties.
- Sexually harmful behaviour (in consultation and agreement with our consultant Clinical Psychologist and our Child Psychotherapist)

Admission Criteria & Procedures

The acceptance of a child referred is determined by an assessment of the management team as to whether the child is ready to make a commitment to the expectations of Escalon House and of their ability to integrate into the existing group.

Admission to Escalon House will be considered for children:

- with Emotional and Behavioural Difficulties
- who display inappropriate sexualised behaviour
- who have been known to misuse drugs/solvents/alcohol
- who display conduct disorders/challenging behaviour
- who have suffered multiple placement breakdown
- who have mild learning difficulties
- who have been excluded from mainstream education
- who have a history of criminal activity
- 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 care offered and make a gradual positive change in their behaviour

We are unable to accommodate:

- any child who requires continuous psychiatric interventions
- those currently addicted to hard drugs
- persistent arsonists
- children with physical disabilities or profound learning difficulties

Admissions and Referrals Procedure

Initial telephone contact with the home will be made by a local authority Placement Officer or Social Worker. During this initial contact as much information as possible is obtained about the child's current situation and their particular care needs. We will request as much background information as we feel necessary to make an informed decision on whether we will be able to achieve best outcomes for that particular young person. If the Management Team considers a placement is possible we then complete further Assessment including:

- The Home Manager or Deputy Manager with another worker visiting the child in their current location (where possible) to introduce Escalon House (where we are, what we do, show photos, take a copy of the children's guide etc).
- The child and their family are encouraged to visit with the child's Social Worker within one to two days following this initial visit.
- Management Meeting to discuss the suitability of the placement for the child and to agree to offer or decline a placement.

Once a referral is accepted by the Home Manager, the timescales for admission will be discussed between the Management Team of the home and the child's Social Worker. In addition to a family member coming with a child to visit prior to a placement commencing, we actively encourage them to participate on the first day of placement, if this is possible. In our experience when family members are actively involved in a child's placement from the first day, the child finds it much easier to settle into their new home.

Admission Information for a Child upon Arrival

On admission the child has an informal meeting with their Primary Carer and is given a copy of the Children's Guide detailing the home's routine, pocket money, use of the telephone, jobs, activities, education and the complaints procedure. The child will have the opportunity to ask any questions they may have at this stage and it is the Primary Carer's role to help the child feel as comfortable, safe and welcome as possible at this time. The Primary Carer is also responsible for ensuring the child is clear about why they are at Escalon House and what the plans are for their care.

Emergency Admissions

Escalon House does not accept emergency admissions to the home. We define an emergency admission as being one where a child would be placed on the same day as the initial referral and where we could not satisfy ourselves that due diligence can be given by the Management team as to whether the child would be suitable for Escalon House and the child group currently in situ.

Ethos and Philosophy

At Escalon House we find that once a child experiences structure and understanding within a predictable environment they feel safer and more contained. The chaotic lifestyle that they had become familiar with becomes less appealing. By enabling children to reflect on their past experiences, Escalon House seeks to empower them to make positive choices and thereby fulfil their individual potential.

From this foundation, positive relationships with adults can develop, enabling the child to begin investing trust in them. This therapeutic relationship also forms the basis for the growth and development of the child and allows the child to begin to heal some of the harm they have experienced. To accomplish this, we consistently provide a safe, structured, caring and educative environment where children learn to value themselves and others. Working with the children, their family, our own psychologist and psychotherapist and external agencies; we endeavor to meet the Outcomes expected and work towards the child being able to return home - whether to family, foster carer or the community to which they feel they belong.

We recognise that when children come into our care, they are vulnerable, having been abused or neglected. In order for them to make sense of their situation and begin working towards making progress, they need to feel they are living somewhere that can meet their emotional and physical needs.

Our Ethos and Philosophy of care is based both on our own set of values as listed below and the Residential Child Care Key Principles, Guide to the Children's Home Regulations Including The Quality Standards April 2015:

- That the staff of Escalon House gain a real understanding of what the children in their care have experienced prior to commencing their placement.
- That Escalon House offers a nurturing, holding environment which provides a firm base in which children and young people can begin to explore their internal and external worlds safely and securely.
- It is our responsibility to support the children in developing a sense of self-worth and identity, enabling them to overcome their past traumas.

- All forms of behaviour are an attempt to communicate. It is our responsibility as the professional carers of a child to understand what is being communicated to us by the child and to respond appropriately.
- We understand that children we work with have already been rejected, so our method of working enables us to challenge and reject inappropriate behaviour and not the child.
- We will utilise a wide variety of educational, recreational and physical experiences which will enable each individual child to learn about themselves and the world around them.
- We believe in the concept of 24 hour learning, every experience both within and outside the classroom is an opportunity for children to learn, develop and grow.
- We may not have all the immediate resources to meet every need of every child placed with us, so we shall seek external resources/support to enable us to redress this.
- We may seek to end a placement when we feel (after assessment) that our home does not offer the resources to meet enough of a child's needs. In our experience this occurs when a child is too 'unintegrated' to be able to cope with living in a group. At this time the child may be more suited to living on a 1-1 basis in a smaller home or in a more secure location. But, we will not end a placement only due to a child's challenging behaviour.
- We recognise that a good education is central to children maximising their future life chances. Education must be flexible and well resourced to meet each individual need and enable children to fulfill their educational potential. The ultimate goal is to enable them to attain levels appropriate to their numerical school age and achieve GCSE, ASDAN and AQA Unit awards through our Learner Centered Curriculum Policy.
- We will actively engage with children in developing their interests in other educational and recreational pursuits and support them in seeking any qualifications and certificates they may be able to achieve.
- A key focus on improving the child's Literacy and Numeracy skills will take precedence in their education.
- To work in Partnership with all relevant professionals and agencies and the child's family in working to fulfill all objectives and Outcomes of the placement as outlined in a child's Placement Plan, LAC Care Plan and Pathway Plan.
- We recognise that many children return to live with a family member or to the community they feel they most belong. We always aim to work closely and supportively with the family in the interests of the child and

in line with good practice and to enable the child to maintain links with their home area.

We believe our ethos provides a comprehensive framework which enables our staff group to work consistently and productively with the children and young people in our care.

Facilities and Services

Escalon House is a large detached bungalow set in large beautiful landscaped grounds with paddock, stables, workshop and small pond. Each child at Escalon House has their own bedroom (3 bedrooms). There is a large lounge, modern kitchen and dining room and a Games room for the children. The children's bedrooms, staff bedroom's and office are all on one side of the Home.

Residential facilities include:

- Fully furnished individual lockable bedrooms
- Televisions in all children's bedrooms
- Communal lounge with television and dvd player
- Communal dining room
- Large farmhouse style kitchen
- 2 staff bedrooms
- staff bathroom
- Large bathroom for children with walk-in shower cubicle and bath.
- Games room
- Personal computers for educational and recreational use

On-site resources for children include:

- Sports area for football, volleyball, cricket and other sports
- Workshop for arts and crafts
- Books, games and toys
- Outbuildings which are for multi-purpose use.

Our standard care package aims first and foremost to provide a safe and complete home and education for the child and includes:

- Full board and lodgings including reasonable special dietary requirements.
- Qualified management supervising experienced, trained care staff.
- Detailed observation by the staff of the child's needs during the first six months collated into a detailed internal Placement Plan which forms the basis for all identified work to be carried out with the child.

- £10 per week clothing allowance
- At least two weeks of activity based holidays available each year.
- Regular Outward Bound weekends away with a focus on individuals achieving personal goals (Placement Plan).
- All personal needs including pocket money and toiletry money, excluding any extra medical or dental costs.

The fee also includes:

- Any damage caused to property by a child, in any one incident, up to the value of £500.
- Individual therapy with the children to allow them the opportunity to explore their feelings and experiences such as art, play, canine or equine therapy.
- Family Work to facilitate the placement objectives of the child - if appropriate.
- The cost of staff time and vehicle mileage for transporting children on individual journeys (e.g. attendance in court, family visits etc) during the day.
- Any relevant written reports and comprehensive weekly progress reports for Social Workers, person with parental responsibility and any other person deemed appropriate by the Social Worker.
- Completion of Memories Book for/with the child.
- Proactive approach to attain private external assessments that may be required such as psychiatric or psychological assessments for the child in collaboration with the child's local authority.

Description of the Home

Escalon House is an independent sector children's home offering 52-week care, education and assessment for males and females. The home is registered for up to 4 young people, aged 10-17. In addition to the Home itself, we have a separate school, which, is fully registered with the Department for Children, Schools and Families.

Any references to the term 'child' or 'children' in this Statement of Purpose includes any person who is living or is accommodated at Escalon House (other than staff/volunteers and/or providers). This will include, for example, a young person who was placed at the home as a looked after child, and has continued to remain at the home after their 18th birthday while they are completing their studies at our school or whom are awaiting a suitable adult

placement.

Location

Escalon House is situated on the outskirts of the small village of Outwell in Norfolk (very close to the Cambridgeshire border). The historic port of Wisbech lies 5 miles to the north and the town of Downham Market with direct train lines to London and Cambridge, just 8 miles to the east. Peterborough is 25 miles to the west. Escalon House is a large detached bungalow with substantial grounds including a workshop, stables, paddock and small fish pond. It has a mature established hedge border circulating the property.

Religious, Cultural and Linguistic Needs of a Child

We accept children from all denominations and will actively make arrangements for them to continue with all religious observance. Religious Education is also part of the curriculum where students will gain a broad understanding of all faiths and religions.

We aim to have a multi skilled and multi ethnic staff team that also support the children in maintaining, building and exploring all aspects of their culture and religion. Staff for example will encourage children to attend religious festival and services; we also bring the Major festivals to life having themed days and meals when appropriate.

We encourage children to be proud of their heritage and language; staff will support children to maintain and further develop their native language skills. Contact with the many and diverse cultural groups in the area will also help to build on a child's understanding and a sense of belonging to their community.

Complaints Procedure

We have a comprehensive complaints procedure. Anyone wishing to make a complaint can contact the RI kevinward@shelldenehouse.com who will provide full details of how to make a complaint.

Policies

Copies of the Homes Safeguarding policy and Behaviour Management policy can be obtained by emailing the RI on kevinward@shelldenehouse.com

Consultation with children in relation to the arrangements of the home and Quality of Their Care.

4D Care is committed to the process of consultation with children, encouraging and supporting them to make decisions about their own lives and to influence the way Escalon House is run. This may include helping to create weekly menus, plan activities for the week, deciding on new decorations for the home or weekends away or discussing and resolving issues of conflict.

There is a weekly house meeting that all children are encouraged to attend. The meeting is a forum for them to raise any issue they may have in a group setting where they can feel supported by both their peers and the staff. No child is assumed to be unable to communicate their views. It may even be necessary to use a significant person to help the staff fully understand how a child communicates – such as consulting with a parent or sibling.

At Escalon House all written agreements where possible are made in consultation with the children, their families and other significant people. There are also other systems to ascertain wishes, feelings and opinions of the children such as 1-1 sessions where the child has 1-1 time with their Primary Carer. These sessions will be focused on enabling the child to express their views, issues and experiences and gain an understanding from their Primary Carer that these views will be treated with respect and acted upon. Actions agreed will be recorded in the child's file or House Meeting Log book. The Responsible Individual also meets regularly with the children to ensure children feel listened to and their views taken into account at the home.

Children are consulted on a regular basis, informally and formally about the quality of the care they receive, their comments, together with those of supporting professionals, their families and placing authority form an important part of The Escalon House annual quality audit that is freely available to all on request.

Education Fees

- Children excluded from mainstream schooling are automatically entitled to attend Shelldene House School, with an education package tailored to each child's individual needs through our learner centred curriculum. This fee is in addition to the standard care fee.

Equality of Care

4D Care holds the view that discrimination is unacceptable when judgements are made about people based on their gender, sexuality, religion, race or ethnicity. Staff are expected to actively demonstrate tolerance, understanding and empathy with every individual. There is a legal duty for 4D Care as an employer and for each individual employee not to discriminate against others.

It is our policy to ensure that each child receives care in an environment of anti-discriminatory, anti-oppressive practice. Staff are expected to recognise "difference" and actively support a child's cultural, ethnic, linguistic, identity and religious needs as part of individual care.

Discrimination usually comes from fear or ignorance and staff are expected to make every attempt to challenge and resolve instances of children or others using discrimination in the home or where affecting those in their care and their work colleagues, in the community too. In regard to the children, this should take the form of educating and familiarising them with the issues rather than a stern lecture or sanction, as this has a tendency to entrench attitudes and breed resentment.

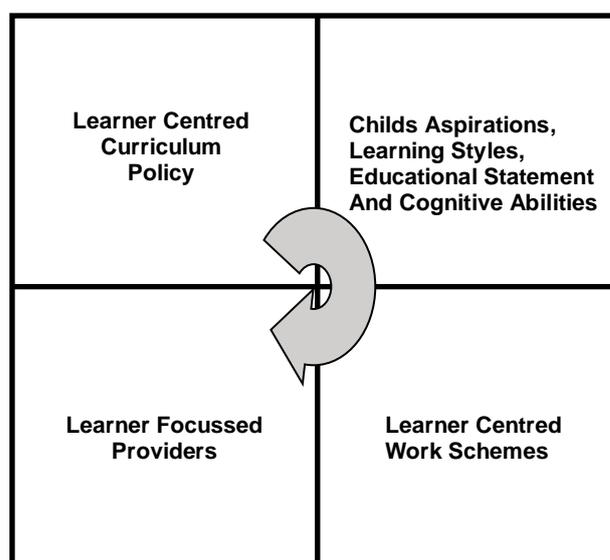
To enable successful care practice the residential environment must ensure a safe, caring structure to maximise personal growth and development. It is the responsibility of all care staff to ensure that children's care is delivered equally irrespective of their gender, sexual orientation, background, ethnicity, religion or race.

This applies to any person employed by 4D Care, anyone resident at the house and their families, any contractors or other workers and any member of the public.

Education

Most of the children who come to Escalon House have experienced a fractured education or have been absent from school for some considerable time. Despite this we recognise that all of our young people will have aspirations for their education. The first step is to provide a Learner Centred Curriculum which takes account of the young person's aspirations, learning styles, cognitive abilities and their statement of educational need (if relevant).

An Individual Learner Centred work scheme is then created to meet the individual needs of the child. This work is then broken down into units of work planned over the long, medium and short term, resourced using our own internal team and external providers as appropriate.



Our overall aims for our students are:

- Provide a positive educational environment which encourages learning.
- To give the children the opportunity to learn and achieve.
- To provide a relevant curriculum which is appropriately broad and balanced.

- Access to the full National Curriculum, where this is appropriate;
- To provide where appropriate a variety of opportunities for work experience.
- To develop social and living skills in preparation for adult life as well as moral and cultural understanding.
- To foster in pupils the value of education as a lifelong process.

The Education Curriculum

Our curriculum is designed to help each of our students experience success. We have a breadth of curriculum that enables us to provide subjects specified in the National Curriculum and beyond. Each student has an Individual Education Plan (IEP) and the Annual review of a students' Statement of Special Educational Needs takes place as in accordance with statutory regulations.

A child centred curriculum allows us to differentiate where appropriate and provide additional support for those children with Special Educational Needs.

We can cover a range of subjects that provide a balanced education programme including:

English	Religious Education
Mathematics	Modern Foreign Language
Science	Music
ICT	Art
Physical Education	Work Related Learning
PHSCE	Food Technology
Vocational Courses	

Students have access to a range of accredited courses to meet their needs (i.e. Asdan, AQA, CoPE, vocational courses). Towards the end of their formal schooling, emphasis is focused towards life outside school, preparing for work and independent living.

The care staff and Management of the home liaise with education staff on a daily basis to share relevant information regarding issues such as homework, behaviour, IEP's, PEP's forthcoming trips and private study tasks.

Private Study

Students will be actively encouraged to engage in private study and complete all set homework. All children have the option of studying in their bedroom (desk and chair are provided in each bedroom) or alternatively in one of the communal rooms. Children also have access to computers both during the day and evening. We consider it vital that private study time and homework

are made a priority and that some children will require 1-1 support to complete their work.

Recreation and Community Activity

A vital aspect of our work with children is to provide as many opportunities as possible for recreation and play. The home has a weekly allocated budget enabling staff to plan recreational activities in advance. There is also an annual allowance per child for holidays. We understand that it is when children are able to play and have new experiences in a supported way that they can develop their skills, confidence and feelings of self-worth. We believe that all activity and recreational time is a positive learning experience.

It is important for all staff to be aware that children in care can easily become isolated from the local community. Primary Carers must actively encourage community involvement for children if they are to be accepted in the community in which they live. Primary Carers have a responsibility to develop links with all potential activity providers within the local community and to meet the needs as identified in the child's Placement Plan. Primary Carers also have an annual budget of £200 per child which they can use to help their child develop an interest in a specific recreational or educational pursuit.

Participation in Recreational, Sporting and Cultural Activities

Children and young people are encouraged to participate in and access various sporting, cultural and community activities. These will be recorded in their Placement Plan. There are numerous activities available in the local area including football teams, a climbing wall, roller-skating and roller hockey clubs, Gauntlet motor-biking club, swimming, mountain biking in Thetford Forest. We encourage children to actively participate in activities in the village too such as football in the park, village skate-park, indoor climbing wall. Primary Carers will fully encourage children to pursue interests and hobbies and join clubs if this is considered appropriate.

Health Promotion of Children at Escalon House

Individual health care and medical needs are identified either on or before admission and recorded in the child's Placement Plan and health records. All medical treatments current at the time of admission are noted and arrangements made for continuity of medical care.

The children have regular medical and dental checks in accordance with the Children's Homes Regulations 2015 and the Care Standards Act. All children are registered with the local General Practitioner (GP) at Upwell Health Centre. Children are assisted to arrange and attend medical, dental and other health related appointments.

Medication and other treatments are not given without the child's consent and

the consent of those with parental responsibility. Where consent to properly recommended treatment is refused or retracted, the Primary Carer will discuss the reasons for refusal with the child and attempt to resolve any difficulties. Where refusal persists and consequently there is a serious health risk to the child or others, the Primary Carer will refer the matter to the Home Manager who will consult the child's GP and Social Worker.

Where children are being treated by long-term medication, arrangements must be made for the regular review of the treatment by the individual's GP or specialist medical consultant.

Appointments and recommendations for all medical specialists are recorded. The children are allowed access to their own health records if their GP and person with parental responsibility agrees.

Staff must be alert to any changes in the state of the health of the children and arrange for appropriate care or treatment after obtaining, if appropriate, their consent.

Staff will encourage all children to maintain good personal hygiene at all times, having continuous access to bathing facilities and an adequate supply of essential toiletries.

All staff will strive to promote a healthy lifestyle and act as positive role models at all times. To do this staff must:

- Not smoke in the company of children.
- Encourage a healthy diet.
- Encourage children to take part in physical recreation.

Sensitive issues such as those relating to diet, smoking and sexual activity will be raised with children via 1-1 sessions and through staff arranging visits by health professionals and within PSHCE lessons and also regularly within general group discussion.

Therapeutic Care

Our staff work under the direction of a Clinical Child Psychologist, Dr Dan Mulligan who guides and has direct input into the care of the child and their Placement Plan. In addition, Dan is available to conduct one to one sessions with children if the placing authority requires additional therapeutic input or assessment, fees will be agreed with the placing authority before such work takes place.

We believe that each child brings with them their own unique needs and therapeutic requirements and so unlike some children's homes we do not believe in just one form of therapy. We work with the child, our Psychologist, in house child Psychotherapist, play therapists and the placing authority to determine the therapeutic requirements of every child in our care. Children may access a range of therapies such as:

- Play Therapy

- Music Therapy
- Non Directional and Directional talking therapies
- Dance and Drama
- Equine
- Canine
- Cognitive Behavioural Therapy (CBT)
- Gestalt
- Humanistic

Each is provided by a specialist in their own field, for example all of our play therapists are registered and regulated by Play Therapy UK (PTUK), the body responsible for the registration and licensing of play therapists. All therapists receive supervision from a clinical supervisor of their governing body and regular feedback is given both to the home and placing authority.

Evidenced based therapy and results based therapy are the hallmarks of success, PTUK for example has a large and extensive evidenced based clinical data base as does the United Kingdom Council of Psychotherapy to which we expect all our therapists to be affiliated to through their member organisations or are members themselves.

Our BOMM approach to therapeutic input enables results to be shown to authorities and Ofsted as a matter of good practice. Details of all therapeutic interventions and their outcomes can therefore be found in the child's Placement Plan.

We recognise that the outcome of many psychotherapeutic outcomes are measured qualitatively, that is to say that the child's growth and achievement of objectives is measured by the quality of their life now; against that prior to admission to Escalon House. However, in doing so we also seek to measure quantitatively in order to provide commissioning officers, local authorities and Ofsted Inspectors with numerical evidence of a child's psychological and physical growth. To do this we use a variety of quantitative Psychometric tools alongside our BOMM sheets that also have an element of quantitative measurement within them. In this way we can provide both hard and soft data of a child's growth and achievement whilst at Escalon House.

Life Story Work

A vital facet of our work with children and young people is to help them understand their past experiences and to come to terms with their life events. Individual Primary Carers are responsible for instigating Life Story Work with their child after consultation with parents and social workers. This will initially be in the form of a Memories Book commenting on their significant experience at Escalon House. This is an imaginative photo and story diary of the child's time here. As the child builds their relationship with the adults at the home, so opportunities will become available for the Primary Carer to undertake more in depth life story work with the child.

We recognise that this kind of work needs to be approached carefully and sensitively with the children and will require close consultation with others such as the Social Worker, family and previous carers. We recognise that this work can be very emotionally challenging to the adult undertaking it and as such any member of staff doing such work would have the opportunity to discuss their progress during regular supervision.

External Assessment and Therapy

The children we care for sometimes require other professional help that may not be available within the home. To meet this need, in consultation with the child's Social Worker, we will use external therapists and professionals (Child Psychologists, Child Psychiatrists, Psychotherapists, Educational Psychologists) to meet those needs. This may involve providing the child opportunities to explore their unresolved feelings through creative media such as play, art, and drama, often using a non-directive approach.

Extras

- Medical expenses not covered by the National Health Service.
- A higher level of supervision for a child at any time if required.
- Additional services required by the referring agency, such as specific Psychiatric or Psychological interventions.

Overnight appointments requiring staff supervision and accommodation

The arrangements for contact between a child and family and significant others

Contact with Parents and Carers

A child's family and other significant people are encouraged to visit the home and to be involved in any activities that promote positive relationships between them and the child - if it is agreed to be in their interests and not restricted by a Court Order. Contact with family and significant others will be discussed and agreed at the Planning Meeting.

The child's Primary Carer, is the focal point for maintaining close contact with the family by meeting with them when they visit the home, visiting them when

and if they escort the child to their parental home or other family members, by telephone and by letter. The Primary Carer is also responsible for encouraging the child to engage in normal family occasions such as sending

Mother and Father's Day cards, birthday and Christmas cards to family members, sending postcards when on holiday with us etc.

Contact with Social Workers

There is an expectation that any Social Worker that places a child with 4D Care, will remain in regular contact with the child, by visiting them at the home and by telephone, letter etc. Frequency of contact will be discussed at the admission stage and will form part of the written agreement. If necessary, the Home Manager will communicate directly with the local authority concerned regarding their legal obligations to maintain contact with a placed child.

Telephone Contact

Any contact arrangements should be written up as part of the Placement Plan. This includes boundaries regarding telephone contact as this is something that can easily be misused by children. Children and young people at Escalon House are able to make calls privately and can do this after school lessons are completed or at any other reasonable time unless it is an urgent call. We do ask the children finish their last call no later than an hour before their bedtime – unless there are specific arrangements agreed at the Planning Meeting.

We do allow children to have mobile phones if it is agreed they are allowed them at the Planning Meeting, or after consultation with their Social Worker. However, it is part of our routine that they do not have them during lesson time. If young people misuse their mobile phone, then they may have them confiscated.

Some children may have to have their telephone calls supervised. If this is the case, a member of staff will sit with them when they make their calls. Occasionally it may be necessary for the child to use one of the office phones whilst being supervised by a member of staff.

Monitoring and surveillance

Escalon does not use any electronic monitoring

Behaviour

We strive to build positive relationships with our students in an atmosphere of understanding and care. It takes time to build relationships with children who have had their trust broken by many adults they have had contact with.

We have a behaviour policy in place within education that is regularly reviewed and developed with the children. We aim to have all our staff trained in managing aggression and in the use of physical restraint which is occasionally used by the teaching staff if all other strategies to resolve a

situation have been exhausted. Physical restraint is seen as an act of caring, helping the child to regain control of their behaviour safely without damage to self or others or serious damage to property.

Control, Restraint and Discipline

The ethos of Escalon House is built on the belief that positive behaviour management begins with providing an organised, structured environment where adults set clear boundaries and promote open communication with children and young people. We recognise that it is our responsibility to promote an environment which encourages the children to take responsibility for their actions, understanding there are always consequences for their behaviour.

Sanctions

Consistent guidelines and controls form an integral part of a child's development. As children develop they gradually internalise these controls and reduce the need for external reinforcement. Our staff are expected to anticipate, manage and control the children's behaviour. The need for sanctions will be reduced by clearly setting boundaries of acceptable behaviour, achieving high levels of consistent care practice and as relationships with the child develop. Acceptable behaviour should always be encouraged as a normal part of day to day living.

Sanctions will only be used sparingly and after all other alternatives to manage behaviour have been considered. The staff will consider that unacceptable or challenging behaviour may be the result of abuse, bullying, illness or communication difficulties (all behaviour is an attempt to communicate). If the need is felt to impose a sanction, the child will be informed and the matter will normally be discussed amongst the team, before deciding an appropriate sanction. Where possible the child should be involved in the discussion as this can promote their understanding of what they have done wrong and can result in them more easily accepting the sanction. Consideration must be given to the child's emotional state, understanding of their transgression and the effect that imposing a sanction will have on future relationships.

Reasons for Sanctions

- Damage such as damage to windows, furniture and vehicles.
- Damage caused outside the home i.e. in the local community.
- An assault on an individual.
- If a child refuses to go to bed or disrupts other children who are trying to sleep.
- Consistent disruptive behaviour within the classroom.
- Causing harm to others or themselves
- Bullying

Sanctions that are not permitted

- Deprivation of food or drink
- Restriction on visits to or by a child
- Delay of letters or telephone calls to or by a child
- Children having to wear distinctive or inappropriate clothing, other than that normally worn for i.e. school, recreational activity
- Withholding of medication or medical / dental treatment
- Intentional deprivation of sleep
- Imposition of fines other than as reparation
- Any intimate physical examination of the child

Permitted Sanctions

- Withdrawal of an extra privilege such as extended bedtime, cinema trip
- Imposition of a chore such as washing the dishes. This can never detract from the dignity of the individual and will have a purposeful objective.
- Making reparation for damaged property out of their pocket money. The amount will take into account the child's financial commitments and will not exceed 2/3 of their pocket money.
- The imposition of a "grounding" for part of a day or a whole day. Grounding is a common and acceptable sanction provided the child is not prevented from leaving by being locked in or physically restrained.

All sanctions must be recorded, dated and signed in the sanctions book in the home and the log book provides the opportunity to review the effectiveness of the sanction used. The sanctions used are regularly reviewed by the team and management of the home. This takes place at Management and Staff meetings.

Physically holding Children to Prevent Harm to Self, Others or Serious Damage to Property

Restraint is seen as a positive act of care and control and never as punishment. It is the positive application of force with the intention of overpowering the child in order to protect that child from harming themselves, others or seriously damaging property.

The proper use of physical restraint, as well as knowledge of verbal and non-verbal strategies are essential, and all staff employed at Escalon House are professionally trained in methods of de-escalation and methods of safe, physical restraint. The techniques taught are intended to instil confidence in staff, allowing them to react to situations without using excessive force, or experiencing undue anxiety. The techniques taught are all recognised and approved techniques, which are aimed at maximising the safety of all concerned and which aim to protect the dignity of the child at all times. The course which staff currently take is a Level 2 Award in Physical Restraint Practice (Care and Control). Under no circumstances should restraint be used to enforce compliance with a boundary of the home, an instruction of a member of staff or as a punishment.

Before physical intervention, staff are required to ensure that they have taken every step to resolve the presenting issue by utilising any combination of the following:

Verbal and non-verbal strategies (including choices, limits, consequences)
Diversion
Humour
Proximity control

Planned-ignoring
Time out
Change of staff

If after having done so, staff still find they need to intervene physically, then the following procedure must be adhered to:

- Full consideration as to why immediate action is necessary to prevent a child from significantly injuring himself or others.
- An instant risk assessment of the situation has been taken – this will include:

- Knowledge of the child concerned
- Personal history
- Age
- Placement Plan
- Whether the child is on prescribed medication or under the influence of drugs
- Whether there is a weapon involved
- The availability of other staff
- The presence of other children

The confidence, competence and self control of the staff involved

- Ensure that support is available from colleagues to deal with the situation presented.

When commencing with a restraint hold, the staff should use the technique best suited to that individual child. This is recorded on their Risk Assessment.

This will be in a standing, seated or seated ground position. There will be exceptional circumstances where the safety of the child and staff involved will mean that a ground position should be used. This should only happen inside the house and preferably on a soft carpeted area.

The following actions are not acceptable:

- Holding a child around the neck, or by the collar, or in any way that might restrict the ability to breathe.
- Slapping, punching or kicking a child
- Twisting or forcing limbs against a joint (pain compliance)
- Tripping up a child
- Holding or pulling a child by the hair or ear
- Any other actions defined as unacceptable by current legislation, standards and guidance which relates to residential care of children.

Staff are expected to be aware of potentially abusive physical positions to safeguard against allegations as well as recognising the potential for revisiting previous abuse positions for the child. Staff must be wary of being kicked, kneed, head butted and bitten. If a child starts to spit or head butt they should be told to stop. If they persist staff can hold the child's head still, facing forward, using the L-shape palm method.

Staff should talk to the child, try to de-escalate and reassure the child that they will relinquish the control when the child has regained sufficient composure and self-control.

Staff should avoid moving the child long distances - the greater the distance the higher the potential for injury to all involved.

It is essential that one staff member takes the lead and directs other staff throughout the restraint. This may be the first person who became involved in the situation or the member of staff with the best relationship with the child concerned.

The techniques taught are:

- Designed for use by staff of both sexes
- A method of resolving violence and reducing the risk of injury to all concerned
- Efficient and safe
- Nationally recognised and well-tried techniques
- Used only when absolutely necessary

A Restraint Log must be completed immediately after an incident. It must be signed by all staff involved in, or witness to the restraint. After the appropriate period of time, the child's Primary Carer should discuss the incident with the child, explore ways of avoiding the same situation in the future and give them the opportunity to sign the Restraint Log, adding their comments if they wish. This form must be given to the Home Manager as soon as it is signed by all

involved. The Primary Carer is responsible for sending a copy of the document to the relevant Social Worker and a copy should be placed on the child's file.

All restraint training is overseen by our inhouse trainer who is trained as a trainer by the National Federation of Personal Safety (NFPS Ltd) with the medical risk assessments for this having been provided by Dr Anthony Bleetman. Our trainer assesses staff competence through direct observation of them in training and in refresher training and will only sign them off when they are competent.

Post Incident Debriefing and Support

The Home Manager is responsible for providing a post-incident debriefing. This ensures that staff not only feel supported, but that the whole team can reflect on the incident / restraint and identify strategies to use in future situations

The Registered Provider & Registered Manager

Escalon House is operated by 4D Care Ltd the Registered Provider whose registered office is at:

Long Meadow
8a New Road
Mepal
Ely
Cambridgeshire
CB6 2AP

The Responsible Individual for Escalon House children's home is:

Kevin Graham Ward

- PGDiP Psychotherapy
- PGDip Hypnotherapy
- PGCert Therapeutic Play Skills
- PGDip Neuro Linguistic Programming

Kevin Ward has experience of working with children, young people and young adults in residential settings as well as Private Practice taking referrals from several GP's and Nurse Practitioners.

The Registered Manager Designate for Escalon House is:

Moira Langton

- NVQ Level 3 Health and Social Care, Children and Young People
- Registered for Level 5 Management Diploma to commence Jan 2019
- Mental Health Awareness in Young People
- Making Sense of Autism

Escalon House's Registered Manager is responsible for the day-to-day management of the Home. Moira has over 20 years' experience in working with children and young people in groups and in a variety of settings, including 10 years of management experience both as a Senior, Deputy Manager with our sister home Shelldene House and latterly as the Groups Compliance Manager.

The general offices of the company are at:

**Shelldene House
20 Main Road
Friday Bridge
Cambridgeshire
PE14 0HJ**

**Tel: 01945 861122
Fax: 01945 861115**

Staff Employed at the Home

4D Care believes that stability and consistency of the care team is one of the most important features of quality residential care. The majority of our staff work a 5 day shift followed by 5 continuous days off duty. They are supported by sessional bank workers when there is a need for a higher staff ratio at the home or specific work is to be completed. The staff working a 5 day shift do so on a staggered basis so there is a one team approach providing a consistent approach by the adult team in caring for the children in placement.

This working pattern enables adults to provide a more natural environment for the children, offering both stability and support through a continuum of care. It also gives greater satisfaction to the adults as their commitment to the children is more sustained and it is easier to plan, implement and complete pieces of work with the children. The Management Team are available throughout the week and weekend, supporting the continuity and consistency of care practice across the staff group. The residential care team will ideally

consist of adults from a range of sexes and cultural backgrounds offering a diverse team.

Name	Job Title	Qualifications and Experience
Moira Langton	Registered Home Manager Designate	<ul style="list-style-type: none"> • NVQ Level 3 Health and Social Care, Children and Young People • Registered for Level 5 Management Diploma to commence Jan 2019 • Mental Health Awareness in Young People • Making Sense of Autism <p>Moira has over 20 years' experience in working with children and young people in groups and in a variety of settings, including 10 years of management experience both as a Senior, Deputy Manager with our sister home Shelldene House and latterly as the Groups Compliance Manager.</p>
Nadav Barzley	Senior Therapeutic Care Worker	<p>NVQ 3 Health and Social Care, Children and Young People 8 years' experience working with children and young people within a variety of settings</p>
Freddie Taylor-Shearer	Residential Support Worker	<p>Commencing Level Three Diploma in Jan 2019</p> <p>BTEC Diploma's in Drama, Music and Photography.</p>
Sharon Ball	Therapeutic Care Worker	<p>Three years' experience of Working with Looked after Children.</p> <p>4 years' experience as a Foster Carer for Children with Behavioural, Emotional and Social Difficulties.</p>

Ella Garfoot	Residential Support worker	Bsc(Hons) Sports Psychology Msc Aplied Sports Psychology Commencing Level 3 Diploma Jan 2019
Jayne Nyaga	Therapeutic Care worker	NVQ 3 Health and Social Care, Children and Young People 7 years' experience working with children and young people in variety of settings.
Maxine Webster	Residential Support Worker	Commencing Level 3 Diploma Jan 2019

Residential Support Workers are normally required to have at least one year's experience of working with the client group. Primary Carers are only appointed to the children when the worker has demonstrated their aptitude and understanding of the work involved.

One of the Residential Support Workers is identified to undertake the waking night role for the duration of a whole shift, a month in advance of that shift, ensuring the safety and security of the children and the home at night. The Waking night member of staff is on duty through the night to ensure the children's needs are met and that the home is secure. They are responsible for carrying out a variety of cleaning and household chores during the quiet hours.

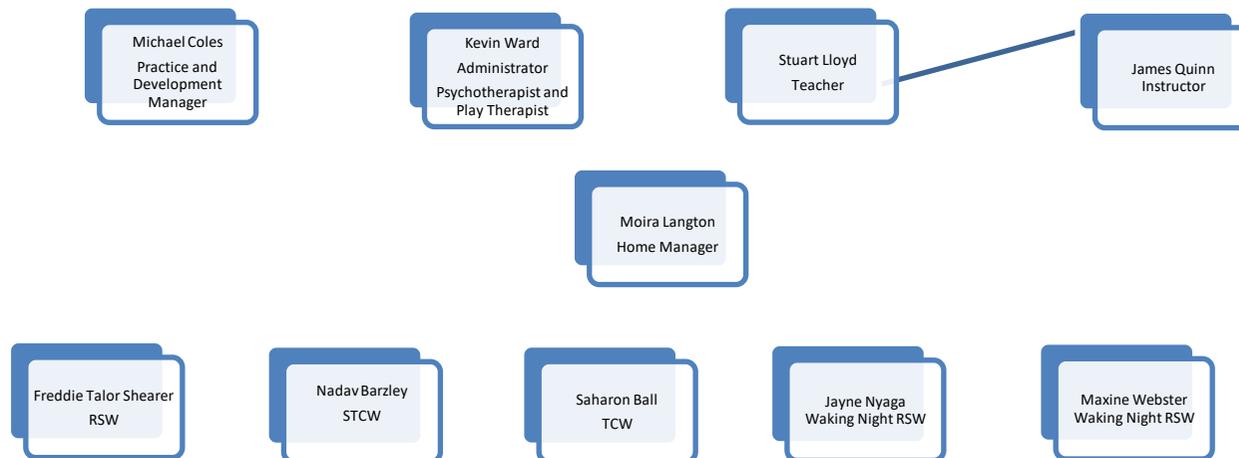
Our school is overseen by our Education Manager who has a diploma in Psychotherapy and is currently studying for his Masters in Child and Adolescent Health. He is a qualified Play Therapist / Child Psychotherapist.

The home has an Administrator whose role it is to fulfil the business, administrative and Health and Safety tasks in the home, updating risk assessments, monitoring and evaluating systems used and the completion of financial management tasks.

We actively recruit staff of different ages, gender, cultures and religious backgrounds and always aim to have a diverse work force. We look for people who are positive role models, and have good parenting skills as well as experience and qualifications.

Positive social role modelling (Social Learning Theory) is a vital part of our work. Children experiencing positive role models from a range of backgrounds will help challenge their understanding of the external world and break down some of the stereotypical views and attitudes they may hold.

4D Care Organisational Chart Escalon House



Gender Mix

We have a diverse demographic of staff in both age and sex.

Supervision

Supervision is the key process by which managers can ensure staff understand their role and responsibilities as individuals and as members of a team. Working on a daily basis with children and young people who present complex behaviours can be a debilitating experience. Regular and effective supervision is therefore crucial for staff.

Each staff member receives regular and purposeful supervision time with their line manager. New staff receive more frequent 1-1 supervision during their first six months of employment.

Agency staff and those employed infrequently to cover staff absences receive one to one supervision no less frequently than 2 monthly. Records are kept of agreed action following all supervision meetings.

The Registered Manager of the home also receives supervision from the Responsible Individual of the Service.

All staff have their performance individually and formally appraised annually by their line manager. The employee's personal file contains a record of the appraisal showing the level of performance achieved, targets for the coming year and the agreed training needs to be met within the following year as part of the individual's Personal Development Plan.

Care Planning

As part of our admission process at Escalon House, we hold a Placement Planning Meeting either before the child commences their placement or on the day they arrive. This meeting serves to provide information sharing between all agencies and individuals involved in the care of the child concerned. The local authority allocated Social Worker is central to this meeting and must attend for the meeting to be held. Where possible we also encourage family members to attend, as we find that placements are often more successful when a child's family, positively engage with a child's move from the first day. The information procured from this meeting will inform our internal Placement Plan for the child.

The allocated Primary Carer, Head Teacher and Home Manager will attend the meeting; ensuring appropriate information is exchanged. Issues discussed regarding the child includes health, education, family contact,

issues relating to risk assessment, personal likes and dislikes, favourite foods, religious, social and emotional needs, recreational interests, relevant past life experiences, routines and expectations at Escalon House.

The Placement Plan is the blue print for how the child will be cared for at the home and sets out the work the staff will undertake. The Placement Plan will be updated as progress is made or a child's circumstances change. The plan will also normally be updated at the child's Statutory Review meetings which are held one month after a child commences his placement, then after three months and then once every six months. Occasionally it is necessary to have the Reviews more frequently – this is sometimes requested by those present at the current Review meeting. The child may not read the Placement Plan document as it may contain sensitive information which will only serve to upset the child.

The Placement Plan is a working document for the adults to use, identifying how the work with the child will be completed. The short and long term objectives of the Plan are given to the child by the Primary Carer and the child's views and wishes are incorporated into it. Decisions made at the child's Review Meeting and in the individual pieces of work completed through 1-1 sessions or in meetings with their family and Social Workers are also incorporated into the Placement Plan. It may be appropriate for the child to read their local authority's Plan.

The initial LAC forms and information given prior to the Placement commencing informs the writing of the child's Risk Assessment and 24 Hour Management Plan as well as providing the basis for the Child's Placement Plan. These internal documents are written by the Primary Carer with support from the Management Team.