



Statement of Purpose



‘An Extra Dimension’

In our work with Children 4D Care Ltd and Shelldene 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 Shelldene House Special and Managers and Staff are expected to demonstrate these principles in every area of the work we do with the children in our care.

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Location

Shelldene House is situated in the small village of Friday Bridge in Cambridgeshire. The historic port of Wisbech lies four miles to the north and Peterborough 18 miles to the west. The town of Downham Market and direct rail service to London lies 8 miles to the east. Shelldene House is a three storey detached house with a parking area and large gardens to the front and substantial land to the rear.

Description of the Home

Shelldene 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 6 young people. 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 Shelldene 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. In such a case the National Minimum Standards for Children's Homes will continue to apply whilst they remain a resident at Shelldene House.

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.

Shelldene 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.

Ethos and Philosophy

At Shelldene 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, Shelldene 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 psychotherapist and external agencies, we endeavour 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 Shelldene House gain a real understanding of what the children in their care have experienced prior to commencing their placement.
- That Shelldene 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 of the placement as outlined in a child's Placement Plan and LAC Care 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

Shelldene House is a three storey home set in beautiful landscaped grounds. Each child at Shelldene House has their own bedroom, all of which are located on the first floor (6 bedrooms). On the ground floor are the communal living areas and at the front and rear of the house is the Manager's and Staff offices. On the second floor is the staff living area. The residential facilities are outlined below. .

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
- four staff bedrooms
- staff bathroom
- 2 first floor bathrooms for the children
- Games room
- bicycle storage area
- personal computers for educational and recreational use

On-site resources for children include:

- Sports area for football, volleyball, cricket and other sports
- Workshop for design, woodwork, mechanics and art
- Books, games and toys
- Table tennis
- Rooms for individual projects / music

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 £200.
- Individual therapy with the children to allow them the opportunity to explore their feelings and experiences such as art or play 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.

Education Fees

- Children excluded from mainstream schooling are automatically entitled to attend Shelldene 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.

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 such as Psychiatric or Psychological interventions.
- Overnight appointments requiring staff supervision and accommodation

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 Shelldene House and of their ability to integrate into the existing group.

Admission to Shelldene 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 supervision
- 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 Social Worker or Placement Officer. During this initial contact as much information as possible is obtained about the child's current situation and their particular care needs. Placements will only be offered to local authorities when a completed referral form is submitted, accompanied by sufficient background information. If the Management Team agrees to accept the placement then the placement process commences. This involves the Home Manager or Deputy Manager with another worker visiting the child in their current location (where possible) to introduce Shelldene 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.

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 Shelldene House and what the plans are for their care.

Emergency Admissions

Shelldene 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.

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.

The Registered Provider & Registered Manager

Shelldene 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 Shelldene House children's home is:

Michael Alan Coles

- DipSW Lancaster University
- PGDip Applied Social Science Lancaster University
- BA (Hons) History with Education Studies Middlesex University
- Level 4 Manager In Residential Child Care

Michael Coles has experience of working with children, young people and young adults in residential and community settings and extensive experience of managing groups.

The Registered Manager for Shelldene House is:

Andrew Mervyn Bradley

- NVQ Level 4 Health and Social Care
- NVQ Level 4 Leadership and Management
- NVQ Level 3 Youthwork
- Certificate in the Emotional Literacy of the child

Shelldene House's Registered Manager is responsible for the day-to-day management of the Home. Andrew Bradley has over 20 years experience in working with children and young people in groups and in a variety of settings, including 16 years of management experience.

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 6 day shift followed by 6 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 6 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 consists of female and male staff, ensuring we promote positive role models of both sexes. The team currently in post are from a diverse cultural background. The current staff group is as follows:

Name	Job Title	Qualifications and Experience
Moira Langton	Deputy Manager	NVQ 3 Health and Social Care, Children and Young People 20 years experience of working with young people.
Nadav Barzley	RSW (Therapeutic)	NVQ 3 Health and Social Care, Children and Young People 6 years experience working with children and young people within a variety of settings
Leif Hoystog	RSW (Shift Leader)	NVQ 3 Health and Social Care, Children and Young People. Training to be a Gestalt Registered Therapist, 7 years experience as a Care Team Leader
Michael Pfumonjena	RSW (Shift Leader)	NVQ 3 Health and Social Care, Children and Young People 6 years of experience working with children and young people in a variety of settings
Stanimir Kolev	RSW(Bank)	Commencing Diploma working with young people and children in care starting Sep 2016
Sarah Mould	RSW (Shift Leader)	BA Hon's applied Youth and Community Work Btec National Diploma in Health Studies Completed Diploma in Social Care for Children and Young People.

Grezorgz Tolkacz	RSW	NVQ 3 Health and Social Care, Children and Young People 6 years experience working with children and young people in residential homes and schools.
Tammy Stephenson	RSW	Commencing Diploma working with young people and children in care to be completed End 2016.
Angela Latimer	RSW	Prem Certificate in Social Care 3 Year's Experience of working with children Commencing Diploma completion Dec 2016
Jane Nyaga	RSW	NVQ 3 Health and Social Care, Children and Young People 5 years experience working with children and young people in variety of settings.
Kevin Ward	Administrator and Education Manager	Cert, PGDip Psychotherapy, Post Graduate Certificate in Therapeutic Play, Post Graduate certificate in Hypnotherapy, Post Graduate certificate in Emotional Freedom, Currently studying for an MSc in Child and Adolescent Mental Health.
Linda Smith	RSW	Six Years Experience as County Youth Worker, Commencing Diploma due for completion Dec 2016
Adam Cox	RSW	Commencing Diploma due for completion Dec 2016.
Damien Asker-Browne	RSW - (Bank)	Commencing Diploma Autumn 2016 Experienced Foster Carer, NVQ 2 in Social Care
Ed Cymberlist	RSW	Commencing Diploma summer 2016 with Learn Direct. Community Projects Volunteer.
Stuart Lloyd	Teacher	Degree and QTS
James Quinn	Instructor	NVQ Level 3 and PTL's Instructor Qualification

Therapeutic Residential Support Workers have a minimum of two years experience and have demonstrated a desire to further their knowledge and career through training identified before appointment. Residential Support Workers are normally required to have at least one year's experience of working with the client group.

One of the TRSW's or RSW's are 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 and is available to undertake individual play sessions with the children if required.

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 completion of financial management tasks.

We actively recruit staff of different ages, gender, cultures and religious backgrounds and currently 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 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. Please see the Organisational Chart below for further clarification of the staff group.

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 many 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 therapist 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
- Cognitive Behavioural Therapy (CBT)
- Gestalt
- Humanative

The above is only an example of the therapies we have used and use, each is provided by a specialist in their own field, for example all of our play therapist 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 feed back 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 Shelldene 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 Shelldene House.