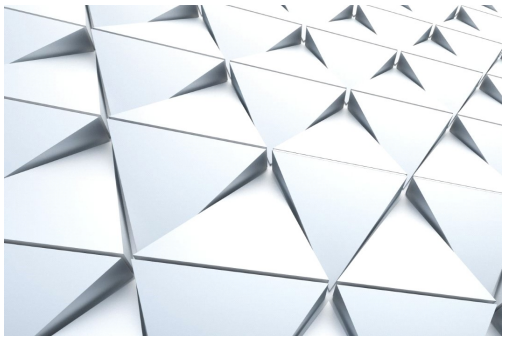


GEMS CARE LIMITED

(Company number **15908068)**

STATEMENT OF PURPOSE AND FUNCTION

24 November 2024

This is a live document and will be reviewed and updated from time to time as necessary.

1. Quality and Purpose of Care

Our Vision

At Gems Care Limited ('Gems Care') at our Home, Gemara House (the 'Home'), we want to provide outstanding care and support for young people and staff within residential settings. For the young people, we want to provide them with the highest levels of support that includes a safe, nurturing environment with clear boundaries and expectations whilst working together with external agencies to create a package of care for the young person that not only meets their needs, but also supports them in achieving higher level outcomes from our home. At Gems Care we also recognise the importance of building a highly trained, resilient and diverse staff team with excellent leadership and management that supports them to be positive role models for the young people we work with.

Our Ethos and Values

Our values underpin our approach, and we believe that the following values influence our support and interactions with children and young people.

1. To Promote Permanency & Stability – typically, many children and young people will have experienced rapidly changing circumstances and may have endured multiple moves through several placements, carers, extended family or friends. Considerable skill and understanding of the individual experience of young people is fundamental to supporting stability and permanency arrangements. Stability is a core requirement to help young people make positive and secure steps towards independence. Therefore, we endeavour to work closely with professionals in the young person's support circle to ensure greater focus on placement stability.

2. To Promote Resilience - the importance of building coping mechanisms and securing emotional resilience are the key to the success of young people moving positively towards the care plan goals. We recognise that young people who are enabled, educated and supported to maintain a positive life aspect and the ability to develop appropriate coping skills are likely to have better outcomes in the long term. With an acknowledgement and understanding of any trauma and any continuing risk, we will ensure that the promotion of positive mental health, inclusion and recognition of each young person as an individual, is at the forefront of our care practice.

3. To Promote Conditions for Effective Practice - a strong culture of excellence and quality will underpin our care and support. Shared experiences, positive staff attitudes and supportive environments will produce conditions for effective performance and practice. Staff will offer guidance to young people and each other using reflective learning and will be supported by an organisational infrastructure that is further strengthened by professionally trained leaders with a solid belief in achieving a healthy work and life balance. The aims and objectives of our home is to ensure our service is of a high quality and can deliver high quality standards.
Our intention is to is to gain the best outcomes for children and young people and we recognise that every young person is unique and therefore there is no 'one approach fits all' therefore staff within the Residential Home will work using an approach informed and guided by social pedagogy principles.

Drawing on The Diamond Model in social pedagogy, our home adopts a values-led approach to relationship-centred practice that aims to support children and young people to flourish. The

metaphor of the diamond visualises its central underpinning principle: we are all precious and possess a wealth of skills, abilities, talents, knowledge and other resources that make us rich in very unique ways. Every young person has the potential to shine – and social pedagogy is about how we can support people to uncover and recognise their potential, to draw out their inner richness. This enables them to feel more resourceful and empowered to create meaningful change in their lives. In facilitating these kinds of positive experiences, social pedagogy has four core aims that are closely linked:

- Well-being and happiness
- Holistic learning
- Relationships
- Empowerment

The Diamond Model can also serve as a flexible framework to measure what you treasure! It can lead to greater insight into what is important to them and what they might like to achieve. By setting goals, marking endings and celebrating success, The Diamond Model can capture the progress and outcomes that genuinely matter.

Young people's outcomes and progress is monitored both internally and externally. The Registered Manager ('the Manager') will work closely with staff, the responsible individual and the directors at Gems Care to ensure that all internal processes are being followed accordingly. Regulation 44 and 45 reports will be completed and monitored by Ofsted, additionally Ofsted will systematically inspect the home to ensure that the highest level of care is being provided to the young people. Staff will ensure that social workers, families and all other relevant professionals are included in the care that we provide to the young people, and everyone will be updated on the progress the young people are making.

In line with the regulations, a detailed record of the personal information about each young person is kept. This information is shared with the host authority at the beginning and end of each placement agreed.

This statement is compiled in accordance with Regulation 16 and Schedule 1 of the Children's Homes Regulations 2015.

The responsible body and initial point of contact is:
[*To be inserted*]

Gemara House

Gemara House is situated in a residential area of Crumpsall in North Manchester, it is a semi-detached home with excellent access to public transport. On the ground floor of the property, there is one reception room, a large kitchen with a dining, a staff office / staff sleep room as well as a separate bathroom. Upstairs provides 5 bedrooms, the smallest will be used as the second staff sleep room and there is also another separate bathroom. Each room is furnished for a young person to be comfortable when they move into Gemara House however, we will work with the young person to personalise their room exactly how they like it.

Gemara House is located close to an array of community facilities that makes the location a vibrant place to live and socialise. There is a tram stop within a few minutes' walk giving young

people wider access to Manchester and its cultural offer. Abraham Moss community school and FE college are easily accessible along with sports and excellent retail options.

Gemara House aims to provide a positive residential living experience for young people. The staff team reflects the multicultural community in which the home is located as well as recognising the different ethnicities, religions and backgrounds that our young people come from. There is a good range of places of worship and associated support networks for young people and staff to access.

Young people, at times of crisis, may need additional support and time to rebuild positive relationships and trust in adults, at Gemara House, the staffing structure will reflect the young person's individual needs, this will be a combination of 1:1 hours and group time within the home allowing for a homely feel to the house that allows for emotional anonymity and physical space to develop authentic relationships. Building trusting and authentic relationships with the people we support is very important in social pedagogy. Through relationships we can show individuals that we care, role model how they can have positive relationships with others, but also learn a lot about who they are.

Children We Care For

The Home will strictly be taking no placements until it is fully registered with Ofsted. It also proposes not to accept immediate or emergency admissions to ensure that any young person placed at Gemara House has been placed based upon an in-depth impact assessment and full review of the required care and support evaluation that stands at the core of our principles. This is a very carefully and well-thought decision which will allow for better outcomes for both the young person moving in and any young people already resident within the Home.

The admission guidelines of Gemara House will be as follows:

- To prioritise children from Greater Manchester;
- To complete a referral risk assessment;
- To complete an impact assessment; and
- To arrange pre-admission visits.

The Home is suitable and of the appropriate size to provide accommodation for up to 3 young people aged between 8 and 18 at any given time. Placements are offered to children and young people of any gender.

Gemara House will not be able to accommodate to young people who require additional support from Tier 3 mental health services or those with an active Deprivation of Liberty Order (DOLS).

It is expected that many of our young people will have complex histories. Some will be care experienced and may have a history of multiple placements, some will present with behaviours that challenge or have a history of offending or exploitation. Young people placed may experience an associated behaviour, learning disability, undiagnosed or assessed need that impacts on their support needs, social skills, attachments or learning ability.

We can support a range of young people who become frustrated, frightened and angry and display challenging behaviour often as a result of difficult life experiences including trauma, abuse, neglect, family breakdown and domestic violence. Examples can be young people who have difficulties getting on with others, have poor self-esteem, poor impulse control and young people who find it difficult to settle into acceptable routines, accept limits and appropriate boundaries.

Given these issues it is expected that many of our young people will have a history of placement breakdown, anti-social behaviour and involvement in the juvenile justice system and possibly secure accommodation. The space available to us at Gemara House allows us to provide high levels of dedicated support to children and young people at times of crisis including two to one and one to one support away from the group where required.

We utilise a wide range of activities and resources that value and promote the importance of personal development, recreation and relaxation which allow the young person to explore their current and previous experiences and move on from these with support.

We complete individual Placement Plans with young people playing an integral part in producing these; this enhances the sense of value and ownership of the plan and the achievement in its completion. Families, significant others and professional agencies are included in the care planning and risk assessment process with a strong emphasis on the young person being empowered to make informed decisions about their life.

We have a strong philosophy on working in an inclusive multi-agency way. We strive to achieve partnership working with families providing guidance; support and advice wherever necessary to promote positive family contact and rebuild and restore parent/child relationships.

Placements are offered to children and young people experiencing trauma and crisis in their lives leading to challenging behaviour that is difficult to manage in their current residential or family placement. The ranges of issues presented are diverse and often unique to the child and demand a unique and individually tailored response. Placements will be offered following thorough assessment of the young person's needs and evaluation of the impact on existing residents, certain issues e.g. a history of arson will require a specific risk assessment prior to the offer of a placement.

To fully address the specific needs of each child, admissions are planned with the social worker and parents/carers where appropriate. Initial assessment of needs and suitability of the placement including issues of special needs and disability is completed by sharing information through telephone discussion and exchange of reports and paperwork. This is followed by a visit by the social worker to view the placement, meet the Manager/key staff and engage in more in-depth discussion to assess the needs and plan for the child. Wherever possible we like to visit and meet the child and parent(s) in order to give them information and assess their views and needs before admission. Following this we encourage the child to visit on at least one occasion before admission.

We recognise that for some children this could be their first stay in a children's home and can be daunting scary and cause anxiety. The staff team is trained to offer an empathic, accepting and supportive approach to all children entering our care. Children have their own room that

is welcoming and furnished appropriately and can be personalised with posters, choice of bedding during introductions or once they have moved into the home. When rooms require redecoration young people are able to choose colour schemes for their room. With planned admissions, when the young person visits the home and/or staff go to visit the young person, staff should find out something that the young person likes and try to get something like that for the young person's bedroom, ready for the moving in. This can often help with making them feel comfortable in a new environment.

The child's abilities and capacity to understand and retain information will be assessed and the induction to the Home may take place over a period of time. The young person will be provided with the Home's Young Person's Guide as early as possible in the admission process and an allocated staff member will spend time with the child, helping them to unpack ensuring their immediate clothing, dietary and personal care needs are provided for. They will go through the Young Person's Guide explaining information about the running of the home, expectations of their care and possible plans and continuing the process of consultation with the young person about their needs and how these can be met e.g. likes and dislikes, food, activities, contact. Each new child is introduced to all staff on duty as well as the other current residents. They may also wish to use the telephone to contact family if appropriate. A key worker is identified for the child with consideration for any expressed views of the child e.g. gender. Once the placement is agreed and the child has moved into the home a Planning Meeting takes place which should be within 72 hours to agree the Placement Plan and Risk Assessment.

Whilst any changes in the residential group will cause a level of disruption, the needs and dynamics of the existing resident group and the successful management of the impact of a new resident is considered before a decision is made. Group activities can often help young people bond when a new young person moves in, activities out, takeaway and games nights are all positive ideas!

With our ethos and objective of enabling children to successfully return to family life or independent living we hope that the child's move from our care is their last placement change and as such should be an intrinsic part of the care plan and review process. Staff should ensure that they record a full overview of where a young person is at on arrival at Gemara House. Following on from this, as a child makes progress and improvements in behaviour and coping skills are cemented, advance planning for the future should begin with the social worker and relevant others to identify the child's on-going needs, wants and feelings.

Where a transition back home is planned, close working between the family, social worker, and key worker and of course the child can ensure a smooth transition and the transfer of behaviour management strategies through gradually increasing levels of contact. Where an alternative family through fostering or adoption is planned keyworkers can assist in this process through providing relevant information and visiting prospective placements with the social worker to assess the suitability of the placement and discuss the child's needs and care plan. Significant changes to a LAC Childcare such as change of placement should only take place following a statutory review chaired by an Independent Reviewing Officer (IRO). Once a suitable placement has been identified the move should progress at the child's pace with exchange of information and visits and due regard to the support they will need during such a significant transition. Outreach packages can be negotiated to provide the family with the support often needed to address potential problems and pitfalls.

In exceptional circumstances an emergency discharge or placement disruption may need to be considered. This will be discussed with the social worker to ensure as much advance

notice as possible is given with due regard for the contractual agreements in place. Where a child's behaviour poses immediate significant and unmanageable risks to themselves, peers or staff, Gems Care will ensure that all of these aspects are assessed and an outcome that is best for all involved will be achieved, including potential emergency discharge from the home.

All young people who are discharged from the home, regardless of the manner in which they leave, whether planned or on an emergency basis, will be treated with respect and supported in the move to the best of the staff team's ability given the circumstances of any discharge. Staff should ensure that the young person is supported in packing their belongings and that care is taken when doing so. Where desired, young people should have a leaving party/celebration in line with their wishes and feelings. Staff should also include a memory book of the young person's time at the home and any other memories/keepsakes they may have from their time there. Full admissions/discharges policy available on request.

Towards Independence

It is recognised that not all young people will be able to return to family living and where this is not possible young people are helped to prepare for independent or semi-independent living. As the young people in our care are going through a difficult stage of their lives, both coming to terms with past life experiences and at the same time preparing for independence and adulthood, the team is committed to guide and support them through this in a positive and caring way. Each young person works closely with their Keyworkers in developing and updating their Care Plan/Pathway Plans and discussing both short and long-term goals.

Young people are encouraged to develop relationships and life skills; progress is individually monitored where possible establishing a portfolio as a record of achievement containing and evidence of success such as certificates or examples of work. This includes extensive involvement in the day-to-day upkeep of the house through participation in household tasks and activities i.e. shopping and cooking and advice and support in dealing with societal institutions e.g. employers, colleges, banks. Issues of health and hygiene including sexual health, drug and alcohol issues, home safety and basic home maintenance, interpersonal skills, budgeting, travel and transport are considered. Gems Care has a lot of community links that can give young people invaluable experience and skills that they can develop and take into adult life, and this will be embedded into any independence / semi-independence plan.

Communication

The staff team highly value the importance of establishing and maintaining good working relationships with all the relevant people important to the young person and therefore involve these in all relevant aspects of the child’s care and development at an appropriate level. Regular consultations with the Registered Manager and supervisors provides the Keyworkers with support and ideas for further work with the young people around difficult personal, emotional and behavioural issues.

Developing the children’s social skills is a key element of our care packages and the young people often form close relationships in the home. They are also encouraged to develop friendships/peer relationships outside the home and staff offer guidance and direct support where needed. During the week the young people and staff plan various afternoon and evening activities such as sports, trips to the park, swimming, bike riding, and visiting places of interest to the young people. The young people are also encouraged to take up a hobby or follow a certain interest i.e. sports clubs/gyms, Scouts, Army Cadets, Youth Clubs, again building on their self-esteem, social skills and supporting them in forming social networks. Staff

also recognise that young people often have positive friendships and will endeavour to support the young people in maintaining these through the facilitation of free time in the community where appropriate and in line with a young person's care plan/risk assessment.

Location Risk Assessment and Review of Premises Regulation 46

The Registered Manager of the Home will undertake an annual review of the location of Gemara House and the local area to ensure the appropriateness and suitability for the Children's Home. All aspects of the local area should be considered including but not limited to:

- Local Transport Links
- Main Roads/Waterways/Bridges
- Local Services - Shops / Local Activities
- Local Healthcare Services
- Local Education Services
- Local Places of Worship
- Crime Rates / Issues Within the Local Area.
- Local Contacts - Police / Health / Education

All of the above information should be taken into consideration when completing an impact assessment for every young person moving into the home. Please see the separate Regulation 46 Locality Risk Assessment document.

2. Wishes and Feelings

Anti-discriminatory practice is a cornerstone of the Gems Care ethos, all care plans are individually devised in partnership with the child and relevant adults to ensure the specific and special needs of the child are fully addressed. Young people's views will be sought throughout the admissions and care planning process through early allocation of a specific worker to support, assist and listen to the child.

Throughout the child's placement regular one to one time with keyworker or members of the team to whom the child relates provide opportunities for consultation about day-to-day issues and the child's individual plan. Regular 'children's meetings' provide a forum for group discussion and resolution of conflicting group and individual needs and allow the young people to have a shared and democratic say in the running of the home in which they live.

Staff should be dynamic in their approach to working with young people, recognising that each young person is unique and the way in which we work with them should be based on their preferences and how they feel they communicate best. Staff should identify how a young person communicates best and use this to inform the way in which they work with the young person to discover their wishes and feelings. Examples of this may be using music, television / film, social media and written communication such as suggestions sheets to gather their wishes/feelings, preferences for the home.

The structures and routines at the home are in place to ensure the safety and welfare of the young people resident. At times the needs of the group may change and as a result of these practices and routines will be modified to respond to the needs of the young people taking into consideration their views. Young people have access to their placing authorities Children's

Rights Service and may be allocated an Independent Visitor to ensure independent and objective representation of children's views and rights, this will be a standing agenda item in the child's LAC reviews.

Through open communication of the successes and difficulties during the child's placement we actively promote the monitoring of the child's views and rights by the placing authority, parents and significant others. Keyworkers utilise the LAC Consultation Forms to ensure that children's views are clarified and represented at statutory reviews. Children's views as well as the views of key adults in their lives are regularly sought as part of the Regulation 44 independent person visits undertaken by or on behalf of the Responsible Individual. Children's views are sought by OFSTED via questionnaires and face to face discussions as part of the inspection process. Young people's views are also sought within the recruitment process and to inform annual appraisals of staff.

Meeting, Social, Cultural, Religious and Recreational Needs

Greater Manchester is a diverse multicultural area providing access to a broad range of community services, specialist advice and resources to supplement the knowledge and experience of the team within the home. Individual care plans will address the needs of religious worship in line with the child's background with due consideration for the views of parents and other significant adults.

All staff will undergo and have continual access to training and education regarding all aspects of cultural awareness to ensure that they are informed and responsive to all young people and their needs of their families.

Our aim at Gemara House is to keep young people and their families engaged with staff to enable us in meeting a young person's cultural needs. The attitudes of staff should encourage the sharing of information and demonstrate that they understand the value of cultural diversity. Having staff who are culturally competent allows for the building of skills that leads to culturally responsive behaviour. These behaviours in turn allow for respect, validation and an openness towards others whose background differs to their own.

We promise to Celebrate cultural diversity by embracing traditions, cuisines, languages, and customs from around the world. We will organise multicultural events that celebrate diversity in a variety of ways whether this be through food, music, dance, dress and religious festivals.

We will celebrate everyone as individuals and encourage self-expression and support young people in understanding their own identity through direct work sessions, activities, personalisation of their rooms, clothing and music. All young people at Gemara House will feel valued and supported to be themselves by a staff team that is knowledgeable and responsive to the individual needs of any young person that moves into the home.

Supporting Family Time

Gems Care recognises that family time is vital for young people, and we will always ensure that this is upheld in line with the care plan of each young person within the home. Shift planning and staffing levels within the home are reflective of the needs of the young people within the homes and are able to meet all family time needs for the young people.

Reviews and Statutory Visits

Reviews of children's cases will take place as per statutory guidelines. The first review will take place within 20 days of placement: the second not more than three months later and subsequent reviews at no more than six-monthly intervals. Care and Education staff will provide written reports for reviews and can facilitate them within the home. Prior to and at each review the key worker will support the young person in expressing their views about their placement and overall plan. An Independent Reviewing Officer will chair the meeting and be responsible for ensuring that decisions and tasks are carried out, prior to the review, the Independent Reviewing Officer should also make contact with the young person to gather their feelings or any topics of discussion they wish to discuss in the meetings.

Each Child placed in our care will be visited by a delegated social worker within one week of the placement and every six weeks from then on. Children can request to speak alone with their social worker and a place within the home will be made available to facilitate this.

Representation and Complaints

Through openness and honesty with the young people accommodated, many day-to-day issues can be aired and resolved. All young people will have a keyworker who will endeavour to establish a relationship based on mutual trust and respect that will enable a child to air grievances and issues. Regular children's meetings provide further opportunities for young people to be heard and to have a say in the operation and running of the home.

Should these processes not resolve issues a formal procedure can be initiated. The complaint procedure for young people is outlined in the children's guide. This gives scope for complaints to be made to any member of staff, senior management at head office, direct to social worker, 'Childline', Children's Rights Officer, Children's Commissioner and Ofsted. Contact numbers, postal and email addresses are listed and a complaint form provided in the Young People's Guide which each child is given on admission.

Other concerned parties can make complaints or representations on behalf of a child with the agreement of the child. Complaints should be directed initially to the Manager, the Responsible Person or Directors of Gems Care. Complaints regarding the care of an individual child can be directed to the child's social worker in line with the Placing Local Authorities Procedure. Complaints can also be raised with the independent Regulation 44 Visitor to the home who visits the home on a monthly basis. Complaints can also be made directly to the Regulatory Body; Ofsted who may be contacted at:

Ofsted National Business Home (NBU)
Piccadilly Gate, Store Street. Manchester, M1 2WD
Tel: 0300 123 1231
Email: enquires@ofsted.gov.uk

Contacts at Gems Care are as follows:

Registered Manager, Gemara House – [*Contact/email*]
Responsible Individual, Gemara House - [*Contact/email*]
Gems Care CEO - [*Contact/email*]
Gems Care safeguarding lead - [*Contact/email*]

Other contacts include:

Childline - 0800 1111

Childrens Society - 0300 303 7000

NSPCC Whistleblowing Contact - 0800 028 0285

A young person and their family will also be given the details of their Social Worker and their Independent Reviewing Officer (IRO) on moving into Gemara House. You can also speak directly to your local authority or contact any of the named Gems Care staff as mentioned above who will gladly provide you with the information you require.

Any subsequent action will depend on the nature of the complaint and the child's placing authorities' procedures. In the first instance opportunities for informal resolution will be pursued, should these prove unsatisfactory to any party formal procedures will be followed. Should a formal complaint be pursued any person who is the subject of the complaint will have no responsibility for consideration of, or response to that complaint. Consideration to other procedures such as child protection and disciplinary will also be given.

Following any formal complaint the child's parents and social worker will be informed of the outcome and a written response to the complaint will be provided within twenty-eight days. All complaints are recorded in a book specifically for this purpose which is reviewed during Regulation 44 Monitoring Visits and Ofsted Inspections.

3. Education

It is our belief that young people have a fundamental right to education that is geared to their individual strengths and needs that provides opportunities for social and emotional development and access to a full broad and balanced curriculum. In line with the ethos of inclusion our aim is for all our young people to attend the most suitable local school or provision for their specific needs. Additionally, if a young person has an educational place on arrival that is meeting their needs and is a positive part of their life, staff will facilitate this for the young person and the demands of this will be highlighted in the young persons impact assessment prior to admission and this will detail exactly how the home plans to meet their educational needs including travel arrangements for the young person.

At Gems Care we recognise that many young people in the looked after system have become disenfranchised socially and disaffected from school, often accompanied by escalating anti-social and challenging behaviour. We believe that by working closely with the young person and creating a network of support around them we are able to rebuild and re-engage a young person in their educational journey and we will clearly record their progress within their education plan.

Packages of individual tuition, placement at special schools, specific projects and further education colleges are all available options that can be explored based on the identified needs of the young person. Staff will participate and contribute to completing Individual Education Plans and Personal Education Plans prepared in partnership with schools, social workers, parents, other education professionals and of course the young person based on short, medium and long-term goals to offer pathways along which each pupil can progress in a

supportive yet challenging environment. This involves a structured, child-centred approach to their education with careful assessment of individual strengths, needs and learning difficulties.

It is our long-term objective to reintegrate the young people into education provision that best meets their needs, further education, apprenticeships or employment. This reintroduction will be carefully monitored and supported and will involve close liaison with all outside agencies with input to the child's overall care plan. Through building a network of connections through the LEA we aim to establish links with many schools, projects and the relevant departments within the LEA including the LAC Team, SEN Team and Inclusion Team and Connexions. Continued cooperation and communication are vitally important to ensure stability and progression in the child's education, a key requirement for the successful return to family life that we strive for. Keyworkers are in regular contact with schools, attend parents/carers meetings, contribute to Individual and Personal Education Plans and support young people with homework to ensure behavioural and educational issues are addressed in partnership.

4. Enjoy and Achieve

Holidays and Activities

The team appreciates the need for young people to be involved in a wide range of recreation and leisure opportunities. Young people need to learn new skills, feel good about themselves, have shared experiences with others and prepare for future leisure time. Children's interests and activities continue to remain the focus of many young person's meetings. All young people are encouraged to continue or commence sporting and social activities at a level commensurate with their age and ability, providing wider social interactions and opportunities to boost self-esteem through encouragement and achievements. The range of activities easily accessible within the local and Greater Manchester area are innumerable, choice of activities will be led by the expressed interests of the child and will be intrinsic to their individual plan. The aim is to encourage young people away from social isolation to learn how to make appropriate relationships with peers and adults within a wider social setting. We provide each child with opportunities to go on holidays both at home and abroad as well as short breaks at various times throughout the year either as a whole group or smaller groups where young people can enjoy gaining valuable alternative social experiences and the opportunity to learn about different countries, languages and cultures.

Celebrations of Achievement

Young people within the home should feel proud of their achievements and staff within the home will help young people to recognise and understand their achievements through rewards, incentives and activities. This helps to build a young person's resilience and recognises the progress they are making in their day-to-day life. Achievements can be anything, and staff should help young people recognise these whether it's in education, home life, personal life, mentally, emotionally or physically.

5. Health

The Gems Care policies and procedures include a comprehensive Health, Medication and First Aid policy the full policy includes guidance for staff regarding storage, administration and recording of medication.

A record is kept on each child's file of all first aid treatment, prescribed and non-prescribed medication given to children via the Clearcare System. All medications, including those that can be obtained without prescription, are stored in a locked metal cabinet. All young people are registered with a local doctor, dentist and optician. Routine health checks are an integral part of each child's health & care plan.

With due consideration of the wishes of the child a member of staff can attend appointments with the child and where possible parents may also wish to attend. Statutory medical checks are undertaken through the Community Paediatric Service and reviewed annually through the school health service. Gems Care as a company has many connections in the local community of Crumpsall and work a lot within the Social Prescribing sector. This gives us excellent contacts throughout Crumpsall when it comes to healthcare and initiatives that are beneficial to our young people. Additionally, we will work hard to form positive relationships with all local authorities we work with to ensure that all aspects of a young person's health and well-being is fully catered for.

Specific and routine medical and health needs must be identified in the Health Care Plan which is part of Placement/Pathway Plan. Young person's views and understanding of their health needs must be central to the plan to enable them to take as much responsibility for their own health needs as possible and understand how to maintain a healthy lifestyle and to make informed decisions about their own health. Issues addressed include: medical history, any specific medical or other health interventions which may be required, any necessary preventative measures, allergies or known adverse reactions to medication, dental health needs, hearing needs, optical needs, records of developmental checks, specific treatment therapies or remedial programmes needed in relation to physical, emotional or mental health, health monitoring required of staff and the involvement of a child's parents or significant others in health issues. The plan will highlight a range of health professionals that are available to help meet that child/young person's individual needs. The health plan and the Statutory Annual Lac Medical is able to measure the effectiveness of our approach to meeting the individual health needs of our young people.

This will ensure that each child/young person will have prompt access to doctors and other health professionals, including specialist services such as CAMHS and sexual health services, smoking cessation when and if they need to require these services.

Children and young people are encouraged to participate in a range of positive activities that contribute to their physical and emotional health. Children's health is promoted in accordance with their placement plan and staff are clear about what responsibilities and decisions are delegated to them and where consent for medical treatment needs to be obtained.

This is clearly recorded in the placement/health plan. Where specific risks to health are identified these must be encompassed in the Risk Assessment Management Plan (R.A.M.P) which forms part of the Placement/Pathway Plan. Advice and guidance are available from the Looked After Children Nurse to assist in establishing health history and planning.

6. Positive Relationships

Young people within the home should be encouraged and supported to build positive relationships with their family, friends, peers within the home and staff. Staff should work closely with the young people to understand their life and the people within it and the role each person must play. Young people should be supported by staff to understand relationships with the people in their lives and be encouraged to think about and plan as to how they can improve relationships with those that matter most to them.

Staff will also build positive relationships with a young person's family and support network to ensure that they are able to have a good understanding between all involved which enables the young person's care to be tailored to their individual needs.

Staff should enable and support young people in their relationships whether that is by facilitating family time, taking them out with their friends, doing activities with staff or supporting them to appointments or meetings they may have to attend. All of these things help to support a young person to build positive relationships and allows them the opportunity to embrace their wider support network that they can then utilise throughout their time and care and beyond.

7. Child Protection

Comprehensive guidance drawn up in conjunction with the Local Children's Safeguarding Partnership (LCSP) is provided in the Gems Care Safeguarding Policy in line with Regulation 34. This guidance is provided as a supplement to the Local Children's Safeguarding Partnership Procedures. Copies of these are available for reference in the office of the home. This guidance includes definitions of the range of forms that abuse can take, recognising, reporting and responding to abuse and multi-agency working.

All cases of alleged or suspected child abuse must be investigated following the local LCSP procedures in line with current Working Together procedures and guidance. However, many of the young people accommodated by Gems Care are placed by other Local Authorities and the placing authority's procedures will be consulted to ensure any additional measures are also considered. These will be clarified at or as soon as is practicably possible after admission by the Registered Manager requesting the social worker to notify the Manager in writing of any such additional measures. Where the child is placed by another Local Authority within Greater Manchester there is the expectation that they will be responsible for any investigation.

To supplement and support staff supervision levels at nighttime an audio monitor, domestic house alarms or door alarm devices may be utilised on occasions when the waking night staff member/sleep in person/s may need to leave the landing area or go to bed. This is highlighted in individual placement plans for the young people and within the home's health and safety risk assessment. These devices are only used if the home holds signed consent from placing local authority or person with parental responsibility. This security measure is utilised to support meeting the individual needs of the young people and will be discreet to any other residents within the home ensuring total privacy and discretion whilst also being effective in adding additional support to young people who may need it.

Countering Bullying

Bullying can be a traumatic, stressful and damaging experience in young people's lives. Bullying can take many forms involving young people or staff as either victim or perpetrator including verbal abuse and name calling, physical abuse, exclusion, stealing, manipulation or exploitation. Bullying can encompass issues of ability, disability, gender, race or culture and sexual orientation.

We are aware that a number of our young people may have experienced bullying behaviour previously and may also be perpetrators of bullying themselves. Staff regularly discuss issues of bullying within young people's meetings and through direct work during key working sessions making clear that the young people in our care understand what bullying is and what to do if this happens to them or they witness this. This is communicated at the child's level of understanding. In support of this the staffing and supervision levels are geared towards minimising instances of bullying whilst young people are in our care and through the supportive relationships that staff establish with young people, a culture of openness is created to allow young people to talk about bullying both within the home and elsewhere.

Where young people report bullying or staff witness it, staff provide support and reassurance to the victim and address the behaviour and underlying feelings of the perpetrator recognising that bullying can often be an outward sign of unmet emotional need. Specific programmes of direct work can be implemented for both victim and perpetrator; these will be outlined in individual care plans and risk assessments.

Training for staff in recognising bullying is encompassed within our training programme and the Therapeutic Crisis Intervention program addressing recognition of behaviours and the motivations behind these including analysis of aggressive behaviour. Resource materials from the DfES and Childline are available to staff to increase their awareness of bullying and provide strategies to effectively deal with it. Bullying involving staff as the perpetrator is considered professional abuse and a disciplinary issue and will be dealt with under the relevant procedures.

Where an incident of bullying could constitute abuse, or a child protection issue the relevant procedures will be implemented. Where staff experience bullying the supervision and grievance procedure are used to raise and address the issue. Allegations and incidents of bullying are recorded on the Mossfield Monitoring System to enable the nature and frequency of incidents to be monitored by the Manager through Regulation 45 Review of Quality-of-Care Report and the Regulation 44 Process.

Missing from Care

Staff responses to a child being absent or missing follow *Greater Manchester & Safeguarding Partnership: A standardised approach to dealing with missing and absent people of all ages across Greater Manchester part A; Children & Young people Protocol 2014*. The full policy is drawn up in line with Regulation 34 (4)a & b.

At Gems Care we believe that prevention is better than cure when it comes to young people going missing. The 'setting conditions within the home (routines, structures and expectations) facilitate high levels of supervision and engagement of young people showing young people we care and want them to be safe. Developing positive relationships and an understanding of young people's views through active listening, key working/direct work enable concerns to be

shared and positive strategies to change young people's need/motivation to go missing. Risk assessment management plans include previous behaviours and triggers for each young person enabling heightened vigilance where needed and multi-agency working to monitor and respond to concerns and incidents. The home has established relationships with local police/PCSO to share information that may be helpful in preventing absence and safely returning absent young people.

When young people go missing, a general set procedure with specific issues for each child is highlighted in their individual risk assessment and care plan based on their needs, vulnerability and past history and legal status. This includes searching the house and immediate area; contacting the young person (by phone, social networking), their friends and family; touring the local area and places the young person is known to frequent to see if they can be spotted and encouraged to return. If the young person cannot be found and returned, the risk assessment defines when the young person should be reported as absent or missing and to whom this should be reported usually including the placing authority (social worker, duty officer or Emergency Duty Team) and the local police, the home and the police will assess and agree whether the child is absent or missing and review this within agreed timescales. Protocols provided by the Local *Safeguarding Children's Board* for safeguarding children missing from care for extended periods are also implemented.

When the child returns, they can be spoken to in a supportive manner to ascertain and address the reasons for the absconding and any subsequent welfare concerns and facilitating contact with someone outside of the home. Each Local Authority has a duty of care to independently make arrangements for the child to be spoken to complete a Return Interview arrangements differ from Local authority to Local Authority. If there is any indication that these reasons are due to concerns about the care of the child in the home the social worker will be informed.

Fire Precautions and Associated Emergency Procedures

The home has an integrated Fire Alarm System, which is tested in accordance with the guidance issued by the Greater Manchester Fire and Civil Defence Authority (FP Gen 19A) the systems and fire-fighting equipment are maintained through a service contract with a professionally registered fire protection company. All staff and young people are regularly instructed on the fire procedure, which is displayed throughout the building. On admission every child will be instructed on fire danger, escape and related routines and practices. Getting the young people and staff out safely and staying safe is the first consideration. Staff will ensure that all fire systems are checked on a weekly basis, including automatic door closers and emergency lighting. Staff will complete a fire drill with young people on a monthly basis and offer different scenarios so that they are aware of different risks when it comes to fire safety within the home.

Monitoring and Surveillance of Children

Due to the differing needs of the young people placed within the Home, there may be a need for a young person to have some form of monitoring equipment or listening device implemented for their safety. Where this is applicable, the Home's Registered Manager or nominated person will complete an individual risk assessment describing how this monitoring and surveillance promotes and supports safeguarding whilst promoting the wellbeing of those living and working at the Home in accordance with CH Regulation 24 and GDPR. For example, a child with epilepsy may require a listening device or monitor to alert staff of nigh time seizures.

Where surveillance is assessed as being in the best interests of the young people living at the Home, all residents of the Home including the children and their parents/carers and social worker will be notified in advance and written consent will be sought if necessary. This will only be permitted where the child's placing local authority consents in writing to this and the same will be held on child's file of records and will be updated at least once every year. The use of external CCTV is regulated by the Freedoms Act 2012 and the Surveillance Camera Code of Practice (2013). Where this is the case, a sign will be displayed for the benefit of the members of the public. The public CCTV notice will be displayed at the main entrance or front of the home bearing text *"CCTV surveillance in operation at the premises for your personal safety and security"*.

Security at the Home

The Home has a Smart Doorbell in place at the front of the property that is in place for security purposes. This device records activity at the front of the property and only the staff will have access to these recordings that are saved within the smart doorbell system. All young people will be informed of the Smart Doorbell being present. The Doorbell does not record activity inside the Home, it will only cover the front of the property when there is an activity or a movement. The Registered Manager will inform and obtain signed consent and understanding of this from all young people's social worker / local authority in advance.

The Home will also benefit from CCTV cameras which will be in operation at all times to ensure the safety of the Home and the children. The recordings will be accessed with the permission of the Registered Manager and all access will be logged.

Room Search

Please also refer to the Gems Care Room Search and Possessions policy. This highlights the required rationale for a room search, safety implications and the process to undertake including potential police involvement if required.

Staff must record on an incident sheet via the Mossfield Monitoring system that a room search has taken place, the rationale for the room search should be clearly recorded and the outcomes of any room search should also be recorded. Appropriate direct work should be carried out with the young person, and this can then be linked to the incident report.

Please note, the police are permitted to search any part of the home, provided they have either a warrant to do so, the Manager's agreement to do so using the criteria (grounds to carry out a search), or the staff have made such a request for them to do so.

8. Behaviour Support

Gems Care provides residential care to young people who have invariably experienced a range of trauma, abuse and loss. To enable young people to successfully return to family life a therapeutic approach that addresses both the underlying feelings and perceptions and the resultant presented behaviours is required. Individual needs are assessed and then addressed through individual care plans that consider both the therapeutic opportunities that arise within the residential day and planned direct work by keyworkers.

Within social pedagogical settings, nonviolent communication is intended to achieve several aims: to help the person we support to understand their own feelings and needs and how these might influence their behaviour (for instance, what they are thinking and feeling when they are angry and lash out), to show the person that we care about them by empathising with their emotions and giving them emotional support, to deescalate and resolve conflicts in a way that enables the person to understand how others might be feeling. All of this serves to strengthen the relationship between the social pedagogue and the person they support and set in motion important learning processes.

In extreme circumstances such as causing harm to self, causing harm or injury to others or significant damage to property that could lead to a risk of harm some young people may need to be physically restrained or held to keep them safe and support them to regain control as a proportional response to their own behaviour. The [to be inserted] programme includes a range of behaviour management and intervention strategies to de-escalate acute behaviours and ***as a last resort*** the use of safety interventions or physical restraint to ensure the safety of the child or others. The rationale for restraint is always and only to reduce risk. The ultimate goals are to reduce the frequency of incidents of restraint through helping young people develop new coping strategies and a better understanding of the connection between their feelings and behaviours.

All incidents of restraint details of this will be forwarded to the child's social worker and logged onto the Mossfield Monitoring System in place within the home.

Young people are made aware through children's meetings, keyworker time, Children's Guide and through their interactions with staff what is expected of them and the routines to keep them safe and secure.

In managing young people with presenting behaviours staff are made clearly aware that there is a hierarchy of de-escalation techniques and skills, verbal intervention approaches and early behaviour management techniques, which they can draw from when assisting and supporting young people with stressful and painful situations. If all of the above is completed well by well trained and highly skilled staff, we can expect higher level outcomes for young people following on from incidents of crisis.

Boundaries within the home are appropriate to the age, circumstances and plans of each child. They are designed to be realistic, sensitive, not demeaning and are consistently applied. However, it is sometimes necessary to discipline and impose consequences for behaviours and actions. All staff are given written guidance on permissible and non-permissible methods of consequence that comply with regulation 19, 20 & 35. All sanctions known as AMOC's Additional Methods of Consequence are time limited, recorded and countersigned by the Registered Manager.

Restorative Justice

Restorative justice approaches are utilised within the home to put things right. A common definition over time has become the standard for most practitioners. "Restorative Justice is a process whereby all the parties with a stake in a particular offence come together to resolve collectively how to deal with the aftermath of an offence (behaviour) and its implications for the future" Tony Marshall 1992. Restorative justice and Therapeutic Crisis Intervention approaches are mutually supportive, both being based on repairing and restoring relationships, understanding feelings and behaviours and developing positive behaviours.

Restorative justice approaches help take an overview of where it sits in day-to-day life. It also helps young people, staff members and members of the public to understand that restorative practice is a realistic process to relieve harm, resolve conflicts, solve problems or make people happy. It may do all these things and often makes significant contributions towards these goals but essentially the primary intention is to support a young person to reflect on their actions and to develop new coping skills, access emotions and build positive relationships.

9. Leadership and Management

The Registered Manager is responsible for the day-to-day operations in line with the Quality Standards and Children's Homes Regulations 2015 and relevant guidance from Children's Act and Every Child Matters; The Manager is supervised, and the work of the home is monitored by the Responsible Individual and Directors.

A supportive culture is in place at Gems Care, the home has its own training matrix with mandatory training alongside young person specific training to ensure that staff are well equipped to meet the needs of every young person that resides at the home. Gems Care are also keen on personal development and every staff member has their own personal training budget for self-development, this can contribute towards specialist courses, learning new skills, university courses and many more.

The Registered Manager will also cultivate a culture of development, reflection and implementation within the home, through training, supervisions, group discussions and debriefs following on from incidents. The Registered Manager will also outsource specialist training when needed and staff will be required to attend these sessions as and when required to do so.

All staff are made aware of current policy, procedure, legislation and good practice through appropriate and regular supervision and on-going training and updated policy briefings. Formal supervision is at least monthly; this includes guidance and supervision regarding care planning.

All staff are required to achieve Level 4 Children and Young People's Workforce Diploma, and further training opportunities include an annual training program of short courses covering areas including Child Development, Attachment, Bullying, Key Working, Risk Assessment First Aid, Food Hygiene to ensure all staff are trained and regularly updated on the fundamental requirements of their role. Manager is required to hold or achieve relevant qualifications as stipulated in Regulations.

The Team

The Team at Gemara House consists of the Responsible Individual, Registered Manager, a Senior care worker and 8 Residential Care Workers (including typically working late-sleeps and early shifts).

The Team has a range of experience, qualifications and skills working nights or days. There is a minimum of two staff on duty at all times and staffing levels are structured to be commensurate with the needs of the individual young person.

During the weekday (Mon-Fri), there will be a Registered Manager on site from (09:00 to 17:00) supported by a minimum of one Residential Care Worker on duty at all times who will also sleep overnight. There will be no time when Children will ever be left unsupervised at the Home therefore, the Home will be covered 24 hours a day, 7 days a week, 52 weeks a year.

An additional staff member will be on shift if there is more than one child living at Gemara House. It is expected that in normal circumstances there will only be a requirement for 2 members of the staff to be on shift at any one time in addition to the Registered Manager. The Registered Individual will be available to provide expert supervisory oversight ensuring the quality of services provided in person or virtually.

Specific packages of care providing 1:1 or 2:1 staff child ratio can be provided. Night-time cover is provided by two staff who do sleep-ins. Shift patterns within the home are based on the needs of the child, effective cover is enhanced through flexibility in shift patterns e.g. double shifts/all days being occasionally planned to target specific needs and facilitate activities. The staff roster within the home is structured to ensure an effective balance of staff reflecting the backgrounds and needs of the group is maintained and that on each shift, they'll be an identified shift leader. An on-call rota is in place to enable further support from Manager and Senior staff to be called if required.

Training and qualifications are valued by the company and the team to ensure all staff have achieved or are working towards the required Level 4 qualification. All staff who work at Gemara House will complete the Gems Care induction package, the training however does not stop there, and continuous professional development will be expected of all staff members at Gemara House. All members of the team undergo initial and ongoing training including Therapeutic Crisis Intervention, Safeguarding, First Aid, Basic Food Hygiene in addition to training accessed to meet the developmental needs of individuals and the team.

Monthly team meetings will take place, and this will include every member from the staff team, allowing the opportunity for members of the staff to join virtually. This will be managed by Gems Care providing transport support to the staff to reduce the number of vehicles at the setting at any one time.

Gemera Care is fully committed to meeting supervision standards as set out in The Children's Homes Regulations and Quality Standards.

Engaging with the wider system

At Gems Care and Gemara House, we aim to work closely with external agencies to enhance the level of support we can offer to both the young people and the staff team. We aim to build a network of support around a young person that will include a variety of services to not only meet their needs but also to enhance their life and their experience of being at Gemara House.

10. Staffing List & Experience

Position Title	Name	Minimum required Qualifications	Minimum required Experience
Registered Manager		[To be inserted]	[To be inserted]
Responsible Individual		[To be inserted]	[To be inserted]
Reg 44		[To be inserted]	[To be inserted]
Senior Support Worker		[To be inserted]	[To be inserted]
Staff 1		[To be inserted]	[To be inserted]
Staff 2		[To be inserted]	[To be inserted]
Staff 3		[To be inserted]	[To be inserted]
Staff 4		[To be inserted]	[To be inserted]
Staff 5		[To be inserted]	[To be inserted]
Staff 6		[To be inserted]	[To be inserted]
Staff 7		[To be inserted]	[To be inserted]
Staff 8		[To be inserted]	[To be inserted]

Note *– Qualification and experience for each individual role will be in accordance with that of Ofsted.*

11. Company Structure Chart

