



STATEMENT OF PURPOSE

2024

**34 Seedly Street
Rusholme
Manchester
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1. Quality and Purpose of Care

Who Do We Look After?

Our home is registered with Ofsted and has the capacity to offer placements to a maximum of one to two young people who are unable to be cared for by their own families and are looked after by the local authority. We provide placements for young people of any gender

between the ages of 11 and 18 years old, offering a residential setting in support of complex needs, complex health needs, and special educational needs and disabilities (SEND).

How Do We Work

Our aim is to provide young people with a safe, welcoming, and secure environment where staff are focused on meeting their needs. We promote positive attitudes based on self-respect, respect for others, and equality of opportunity.

We value feedback from the young people, whether positive or negative, and use it to improve our service. Feedback can be received through key work reflections, incident reflections, young people's house meetings, suggestion boxes, complaints procedures, or informal engagement at any time. We listen to what young people tell us about the home and act on changes to reflect their views.

Working in partnership with professional agencies, local authorities, parents, and relatives enables us to meet high standards and provide the best care for young people. Prioritising the needs of the young people is at the core of our organisation. We understand that the young people placed with us have had a range of traumatic experiences affecting them holistically, which can cause and/or increase challenging behaviours as their coping mechanisms.

We place a strong emphasis on providing fair and reasonable boundaries. We make our expectations, guidelines, and daily routines available to the young person at the start of a placement and support, guide, and encourage them in meeting each requirement.

Key to everything we do is the provision of good role models for the young people and ensuring that positive and appropriate relationships are formed with the staff providing their care. We try to ensure consistency among staff as much as possible. When necessary, we challenge young people's behaviour in a way that enables them to be reflective and make purposeful alterations, supporting them to take responsibility for their actions and have more control over their life choices. Young people are also given the opportunity to talk with the home's manager about any concerns they have about their working relationships with staff.

Each young person should have an individual placement plan provided by their local authority social worker. At the placement meeting, input from the home and the young person will be recorded and signed by the young person to show they are in agreement.

The care plan will be based on the young person's individual needs and will detail outcomes, aims, and rules while the young person is staying at the home. Once the outcomes and areas the young people need to work on are identified in the placement plan, the home works alongside the placement plan to address these areas and records their progress throughout their stay. This will be in the form of daily engagement sessions, weekly key work sessions, set independence sessions, house meetings, and working through the independence skills for life booklet. The areas in which the young person will work on will vary according to their current need, but typically include:

- **Education, Training, and Employment:** Supporting educational engagement through private tutoring (Online or in person), assisting with finding suitable sports or youth activities, and promoting vocational training.
- **Finance Management:** Teaching money management skills to prepare for independent living.
- **Physical Health and Wellbeing:** Encouraging regular physical activity, healthy diet choices, healthy living choices and providing access to healthcare services.
- **Emotional Health and Wellbeing:** Offering therapeutic support, including mindfulness, art therapy, and cognitive-behavioral interventions.
- **Keeping Safe:** Implementing safeguarding measures and teaching personal safety skills.
- **Maintaining Tenancy and Premises:** Educating on household management and responsibilities.
- **Interests and Hobbies:** Encouraging the pursuit of personal interests and hobbies through structured activities and projects.

All young people who live at the home should have a social worker and an independent reviewing officer who is there to ensure that the young person's interests are protected and supported by the home. We encourage all young people to engage with their independent reviewing officer and to attend their looked-after child reviews to enable them to contribute to their plans. We also attend all professional reviews to enable us to participate in multi-agency working to achieve the best outcomes for the young person.

Unique Features and Daily Activities

At Fresh Start Independence Project, we prioritise holistic development and individualised care tailored to each child's unique needs. By integrating fun, educational, and therapeutic activities into daily routines—including restoration therapy, sensory rooms, and child-led interests—we stimulate both mind and spirit.

We emphasise creating opportunities for children to build trusting relationships with our staff, creating a familial atmosphere where every child feels cared for, engaged, and valued.

Staff Engagement and Support

Staff engagement and support are crucial in our children's home because they provide the stability, guidance, and positive role models that children need to thrive. Consistent and caring interactions help build trust and foster emotional security, which are essential for the child's development and well-being. Engaged staff can tailor support to each child's unique needs, encouraging their growth, learning, and social skills, ultimately preparing them for a successful and independent future while building trusting relationships between staff and young people.

Daily Evening Themed Activities at Fresh Start Independence Project:

At Fresh Start Independence Project, we create a vibrant and engaging environment for our residents. In addition to providing specialised care and support, we understand the importance of offering daily evening activities that foster creativity, socialisation, and enjoyment. Our unique approach to evening programming integrates elements of fun,

education, and cultural enrichment, ensuring that every child has something to look forward to each day.

Example Evening Activities to do with Staff:

Cinema Night:

- Transforming our common area into a cozy movie theatre with a projector, complete with popcorn and comfy seating like bean bags.

Mexican Night:

- A celebration of different cultures and cuisines every night. Mexican Night provides an opportunity for children to learn about the traditions of Mexico. From taco-making to salsa dance lessons, themed evenings allow children to explore new tastes, textures, and cultures.

Art & Crafts:

- Art provides an outlet for self-expression and artistic exploration along with being therapeutic. Children can experiment with various art mediums, from painting and drawing to sculpting clay and making collages or scrapbooks. There are many sensory opportunities for children who require stimulation, such as clay sculpting and hand or feet painting.

Music Therapy:

- Including bilateral stimulation to support children with special educational needs and disabilities in managing stress and overstimulation. Music sessions teach children valuable techniques for self-regulation and emotional expression. Bilateral stimulation offers a simple yet effective tool for calming minds and bodies during times of distress.

Educational Engagement:

- In addition to offering fun and themed activities, our staff incorporates informal educational elements into each evening program. During activities such as Mad Scientist or World Explorers, staff members provide casual educational notes related to the theme or subject matter. These fun facts and tidbits spark curiosity and interest, promoting learning in a relaxed and enjoyable setting similar to informal home education.

Sports:

- Weekly sport-based activities such as football, trampolining, rugby, gym visits, or swimming promote both mental and physical health.

Achievement Projects:

- Initiating long-term projects like sewing, dressmaking, coding, creating dream catchers, or woodworking (e.g., building a tree house) gives children something to look forward to completing, fostering a sense of achievement and confidence, especially for older children.

Unique to Fresh Start:

At Fresh Start Independence Project, we prioritise holistic development and individualised care tailored to each child's unique needs. By integrating fun, educational, and therapeutic activities into daily routines—including restoration therapy, sensory rooms, and child-led interests—we stimulate both mind and spirit. We emphasise creating opportunities for children to build trusting relationships with our staff, fostering a familial atmosphere where every child feels cared for, engaged, and valued.

Accommodation Provided

The home, registered with Ofsted, has 1-2 bedrooms, one of which is allocated to the young person placed in our care, and one for staff use, used also as a staff meeting room.

Young People's Bedrooms

Each young person's bedroom is designed to provide a private, comfortable, and personalised space. The bedrooms include:

- **Lockable Door:** Ensures privacy and security for the young person.
- **Furniture:** Includes a desk for studying, homework, or reading, a television, a wardrobe, a single bed, a chest of drawers, a lamp, a mirror, a laundry basket, and curtains/blinds.
- **Personalisation:** The room is decorated neutrally, allowing young people to personalise it with their own posters, pictures, photographs, and personal possessions.
- **Amenities:** Bedding, towels, and toiletries are provided. The room also has internet access through Wi-Fi for young people to use their own laptop or computer.

Shared Bathroom Facilities

The young people and staff have access to one bathroom that includes both a shower and a bath, and toilet, on the same floor as the bedrooms. This arrangement ensures that the young people have convenient access to essential facilities.

Communal Spaces

The home includes one main communal space designed to support both social and educational activities:

- **Living Room:** Equipped with a PC for the young people's study or social use. This space serves as a comfortable area for relaxation and social interaction.
- **Kitchen:** Adjacent to the living room, this area serves as both a dining and quiet space. It can be used for reading, pursuing art interests, and other recreational activities. The necessary resources are provided to support these activities.

Staff Office

A separate, lockable staff office is available upstairs, providing a secure space for administrative tasks and private meetings. A staff work station is also available downstairs. Young people have access to staff 24 hours a day. If meetings are held in the meeting room and do not require the young person's participation, it ensures that the communal areas remain accessible to the young people without obstruction.

Outdoor Space

The exterior of the home includes a small paved garden area designed for recreation and relaxation:

- **Front Area:** The front of the house leads onto the street pavement and door is locked at all times.

In summary, the accommodation provided at our Ofsted-registered home is designed to create a safe, comfortable, and supportive environment for young people. By offering private, personalised spaces and engaging communal areas, we aim to meet the diverse needs of each young person in our care, fostering their growth and well-being.

Where We Are

The home is centrally located in a quiet area of Rusholme Manchester, surrounded by popular areas such as Hulme high street, Mossdale, Chorlton, Didsbury, Withington, Fallowfield, and Manchester City Centre. The neighbourhood features a mix of social and private housing, with both a long-standing local community and a high population of students.

Accessibility and Transport

- Public Transport: Tram and bus routes are within a 5-minute walk, providing easy access to Manchester City Centre, Manchester Airport, and surrounding areas.
- Local Amenities:
 - A 5-minute walk to local shops.
 - A 15-minute walk to Rusholme's busiest road, Wilmslow Road, which offers supermarkets, local stores, post offices, takeaways, and a blend of Asian and Middle Eastern cultural foods.

Healthcare and Community Services

- Healthcare: A local doctor's surgery and dentist are situated on the same road, just a few minutes' walk away.
- Community Services: Nearby churches, Islamic Centres, a local food bank, and community centres.
- Fitness Facilities: Local gyms are a short bus ride or 20-minute walk away, with additional facilities available in Hulme and Moss Side, which offer various local projects and LA gym and swim programs for young people.

Education and Recreation

- Schools: Within easy walking distance, there are two primary schools. High schools are a short bus journey away.
- Parks: Victoria and Platt Fields Park are nearby, providing spaces for outdoor activities such as cycling, football, and various recreational pursuits.

Security Measures

The security of the home is robust and well-established to ensure the safety of the young people in our care:

- CCTV: Monitors outdoor access to the property.
- Locked Doors: Both the front and back doors are secured each night.

Community Relations

We maintain positive relations with our neighbours, resulting in very few complaints. We actively engage with other agencies to ensure the safeguarding of our young people:

- Local Police Liaison: Regular meetings with local police and communication with Manchester's lead Missing Person Officer for information sharing and mutual support.
- Safety Assessments: A thorough assessment of the home's location is completed and reviewed quarterly. Information is gathered from sources including Manchester Safeguarding Board and Manchester Police. The location is deemed suitable for purpose, and the Home's Manager has an action plan to ensure children benefit positively from living in the local area and are kept safe from harm.

This comprehensive approach ensures that the home is not only safe and secure but also well-integrated into the community, providing the young people with a supportive and enriching environment.

How We Support Young People's Cultural, Linguistic, and Religious Needs

At our home, we prioritize supporting young people in expressing and practicing their cultural, linguistic, and religious beliefs. We ensure that these needs are discussed and addressed from the referral stage and pre-admission meetings to tailor our approach to each young person's specific requirements. Here's how we support their needs:

- **Religious and Cultural Needs:** We identify and discuss dietary requirements and ensure that appropriate food is purchased and prepared. We encourage and facilitate young people's attendance at their place of worship and participation in religious festivals.
- **Community Engagement:** We assist young people in identifying friends and community groups that can help them maintain their ethnic and cultural connections, strengthening their sense of identity.

What Services Do We Provide?

Our home offers a range of standard services to meet the diverse needs of the young people in our care:

- **Outings and Therapeutic Activities:** We organise trips and activities, including visits to places like Holy Trinity Farm, drumming sessions, and Duke of Edinburgh expeditions.
- **Themed days:** for activities and dinner - Encouraging engagement and an opportunity for building positive, trusting relationships with staff
- **Educational Support:** This includes visits to teachers and schools, support with homework, access to computers and the internet, and assistance in school-related matters.
- **Key Worker Support:** Each young person receives one-to-one sessions with a key worker for individualised support.
- **Family Contact:** We provide space and supervision for family contact sessions.
- **SEND Support:** We offer sensory-focused activities and emotional regulation activities tailored to the needs of each individual.
- **Therapeutic Equipment:** We provide various therapeutic equipment such as sensory rooms, weighted blankets, communication aids like AAC devices and picture boards, physiotherapy tools including exercise balls and mats, ear defenders, and fidget items.
- **Complex Care Providers:** Our staff assist with essential everyday activities, medication management, and provide health and emotional support tailored to each child's needs.
- **Onsite Medical Equipment where required:** We have a range of medical equipment available where needed, including ventilators, suction machines, oxygen concentrators and cylinders, nebulizers, feeding pumps, pulse oximeters, blood pressure monitors, digital thermometers, glucometers and diabetes care supplies, adaptive beds and mattresses, hoists and slings for safe movement, wheelchairs and mobility aids (accessibility available at Withington home), bathing and toileting aids, emergency medication kits (EpiPens, inhalers).

Staffing:

- We have qualified healthcare professionals including registered nurses (RNs) or licensed practical nurses (LPNs), specialist pediatric nurses, healthcare assistants with relevant experience, and staff with qualifications in psychology.
- Statutory Meetings: We prepare and support young people to attend statutory reviews and planning meetings.
- Liaison with Professionals: Our team liaises and collaborates with various agencies and professionals, including the police, Youth Offending Service, health services, and education providers.
- Updates and Reporting: We provide weekly updates to social workers to inform and update the young person's placement plan, ensuring that their needs and outcomes are addressed effectively.

Additionally, if commissioned by the local authority, we can offer additional services such as academic tutoring, counselling, registered nurses, cognitive behavioural therapy, and increased staff supervision ratios.

Example of a Weekly Schedule

For a 15-year-old young person on a 1-1 or 2-1 basis, not yet enrolled in school, here's an example of a typical week tailored to their needs:

- Monday: Academic tutoring (virtual school) session or apprenticeship shifts (older children) followed by grocery planning and shopping. Attending the house meeting Monday afternoon before engaging in evening home activities/games. Each night, young people have the opportunity to get involved in the homes planned themed activities and help to prepare dinner.
- Tuesday: Visit to the local library for research and reading or physical activities such as swimming. A key work or counselling session in the evening and engagement in the planned themed activities.
- Wednesday: Morning tutoring or apprenticeship hours before outdoor excursion to a nearby park for physical activity and relaxation. Themed evening activities planned by staff such as quiz night
- Thursday: Life skills workshop focusing on independence training, therapeutic activity such as a farm visit before relaxing in the evening and engaging with staff in planned themed activities, dinner ect.
- Friday: Community engagement activity, such as volunteering or gardening. Evening attendance to local youth club before enjoying takeaway and movie night with staff.
- Saturday: Leisure outing to a museum, Zoo, cultural event or other fun planned activity.
- Sunday: Family contact session followed by personal reflection time, therapeutic art, or meeting friends.

Staff to carry out routine room checks every Sunday.

These type of bespoke schedules ensures that each young person receives comprehensive support and engagement tailored to their individual needs and preferences.

How We Deal With Complaints

We recognise the rights of young people and their families and value their feedback. Upon receiving any complaints, our complaints procedure will be followed. All complaints will be clearly recorded in the electronic Record of Complaints and will be dealt with by the senior person on duty.

Our complaints procedure is detailed below, and each young person will receive a copy in their welcome pack. This pack is provided either pre-administration if the move is planned or upon arrival if it is an emergency placement. Additionally, a copy is available onsite and electronically. Family members or professionals may request a copy if needed.

The Complaints Procedure

1. The Informal or Problem-Solving Stage

If possible, discuss the complaint with one of the staff team or the home's manager. You may ask for an adult to speak on your behalf.

The staff member or home's manager will record the complaint, noting the following:

- Date
- Name of the complainant
- Nature of the complaint
- Action taken to resolve the complaint
- Name of the person taking action
- Was the complainant satisfied with the resolution? (Yes / No)

Both the home's manager and the complainant should sign the record sheet, which will be treated confidentially.

The Formal or Registration Stage

If the complaint is not resolved at the first stage, the complaint should be made in writing, by telephone, or through a face-to-face meeting with your social worker or an advocacy service listed below in the advice and support section. You may have to attend a meeting to resolve the complaint, with your social worker present as well as anyone else involved.

The complaint will receive a response within 28 days.

Advice and Support

If you feel that you are not fully supported with your complaint by the home or you wish to seek advice from outside agencies you are encouraged to contact your social worker or leaving care worker for advice and assistance or outside organisations. Some useful organisations and their contact details are listed below:

Coram Voices: 020 7833 5792

UNCRC: 0207 375 6059

NSPCC: [0800 1111](tel:08001111)

National Youth Advocacy service: 0808 808 1001

2. Views, Wishes and Feelings

How We Consult Young People

We understand that the input of young people into the running of the home is crucial for their comfort and for making the placement sustainable. We take every opportunity to involve young people in the home's operations. This includes, but is not limited to:

Weekly Young People's House Meetings

- Frequency: Held once a week.
- Agenda:
 - Planning the food menu.
 - Planning engagement and activities.
 - Discussing young people's achievements.
 - Allowing young people to discuss their previous week and suggest improvements.
 - Addressing how they are feeling within the home.
 - Discussing any issues within the home.
 - Involving young people in staff recruitment discussions.

Young People's Suggestion Box

- Location: Situated in the communal areas.
- Purpose: To encourage young people to make suggestions anonymously.
- Process: Suggestions are emptied and discussed in staff team meetings every two weeks, with feedback provided to young people in their house meetings.

Young People's Engagement Feedback Forms

- Purpose: For young people to reflect on their experience after an activity or engagement session.
- Outcome: Allows staff to understand how sessions or activities can be improved.

Young People's Monthly Feedback Questionnaires

- Frequency: Given to young people on a monthly basis.
- Content: Provides an opportunity for young people to offer suggestions and feedback on their month, their feelings within the home, and potential improvements.
- Review: Questionnaires are reviewed by the home's manager and responsible person to discuss and implement suggested changes.

Young People's Exit Questionnaires

- Purpose: To gather young people's views on their experiences living in the home.
- Outcome: Enables staff to make improvements in their service delivery.
- Process: Reviewed by the home's manager and responsible person to implement necessary improvements for future service provision.

In addition to these structured feedback methods, we also use creative approaches to gain feedback. We understand that young people may not always want to participate in formal discussions. Therefore, staff at the home gather feedback through group activities or individual activities, bringing in the same types of questions using an informal approach. This helps ensure that we capture honest and constructive feedback from the young people in a way that feels comfortable and engaging for them.

Our Approach to Anti-Discriminatory Practice

The home is committed to promoting equal opportunities, valuing diversity, and tackling social exclusion. We take positive action to prevent any discrimination or disadvantage a young person may suffer because of their race, religion, culture, gender, sexual orientation, or disability. We have a strong anti-bullying policy and work with both the victim and the perpetrator to ensure that any unacceptable behavior or treatment of a young person is tackled early and not allowed to continue.

During the pre-admission meeting or upon emergency arrival, we inquire about a young person's religious, cultural, gender, or sexual orientation needs to ensure they are met within the home. For example, if a young person needs or wants to practice their religious faith at certain times, we will ensure there is adequate space in their timetable and that they have the necessary resources to undertake this.

Our Approach to Children's Rights

The home works closely with the Children's Society, which provides missing-from-home return interviews for Manchester City Council and can also offer advocacy support. Additionally, we collaborate with the National Youth Advocacy Service (NYAS) and Coram Voice, both of which can provide advocacy services to our young people.

Young people are encouraged to contact advocacy services if they feel they need support from someone independent. They are also informed about Manchester's Children in Care Council, known as 'The Group,' which is part of Manchester's Youth Council. Young people are made aware of who they are, what they do, and when they meet. If a young person expresses interest in participating, staff will make the referral and encourage them to attend the meetings.

Specific Support Measures

- **Religious and Cultural Needs:** We ensure that young people have the time and resources to practice their religious faith, including providing space for prayer or meditation.
- **Anti-Bullying Policy:** We actively address and resolve incidents of bullying, ensuring a safe and supportive environment for all young people.
- **Advocacy Services:** We facilitate access to external advocacy services, ensuring that young people have independent support to voice their concerns and needs.
- **Engagement with Youth Councils:** We encourage participation in local youth councils and groups, helping young people to engage with their peers and community.

By integrating these practices into our daily operations, we aim to create an inclusive and supportive environment that respects and upholds the rights of all young people in our care.

3. Education

How We Support Young People's Education and Meet Their Aspirations

We believe education is the key to future success and achievement. Our organisation views education, training, or employment as positive experiences that are central components to every young person's care plan. We expect all young people to be in education, training, or employment and will take active steps to achieve and maintain full attendance at any setting they are enrolled in.

Our staff play an important role in encouraging and supporting young people to fulfil their educational potential. Young people are encouraged to pursue and read a wide range of material for both pleasure and learning.

We work closely with schools and other education staff to ensure there is appropriate education provision for all young people in our care. We collaborate with schools and colleges to address any problems as quickly as possible. Whenever appropriate, we keep parents involved in the education of their child and inform them about any developments. The home also ensures that staff attend as many educational events associated with the young person as possible, such as parents' evenings, open days, sports days, assemblies, and award nights.

If a young person is excluded from their educational placement, we work with others to support the young person's return to education as soon as possible. The home ensures that all

schools follow the correct exclusion process and collects study materials so that education continues during the exclusion period.

When a young person is placed in our home, we conduct an education, training, and employment assessment to determine the next steps to ensure the young person can enroll in a provision or undertake employment. The home has access to ASDAN training courses, covering a wide range of subjects from English to animal care, and the young person is encouraged and supported to undertake these courses as part of their timetable.

If commissioned by the local authority, the home can also provide academic tutoring where needed. We work alongside virtual schools to provide updates on the current residents and access resources and support from them, including the young person's EHC plan. The home is also committed to supporting the young person at their education provision if needed and also plan fun informal themed days for fun hands on learning in the home, which also promotes the opportunity for positive engagement with staff.

We collaborate with alternative provisions for young people aged 16+, such as the Princes Trust, Armani Centre, Juniper Training, and Skills for You, keeping updated on new courses and places that may be more suited to the young person rather than a mainstream college. Education, training, and employment are key areas of focus within the home, and there is a dedicated section on this within the Independence Skills for Life booklet. This booklet sets out to ensure the young person is in education, training, and employment and provides various tasks and target materials to help them achieve this.

4. Enjoyment and Achievement

Within the home, young people are encouraged to follow their interests and hobbies, supported through various avenues:

House Meetings

Each week, young people are encouraged to plan their evening and weekend activities. Achievements are discussed in these meetings to motivate them to continue enjoying and achieving.

Independence Skills for Life Booklet

Young people complete the interests and hobbies section to explore their interests. They are assisted in sourcing resources to help achieve their goals.

Key Work Sessions

These sessions provide personalized support and guidance in pursuing interests and hobbies. Engagement Reflection Forms and Young People's Monthly Questionnaires
These tools help staff understand the young people's experiences and interests, ensuring activities align with their preferences.

Professional and Parental Inputs

If a young person has an existing interest or wishes to pursue a new one (e.g., horse riding, boxing, football), staff will endeavour to locate, source, and provide transport to facilitate this.

During evenings and weekends, we organise outings and activities such as trips to the park, swimming, cinema visits, and trips to local attractions, museums, and cultural sites. Staff vary the activities as much as possible and include new suggestions from young people. If young people do not offer their own input, activities are planned based on observations and

feedback from other sessions, and young people are still encouraged to participate. An example of evening and weekend activities includes:

- Going to the park
- Swimming
- Cinema visits
- Local attractions and trips
- Museums and cultural sites
- Arts & crafts activities
- Games night
- Workshop activities and projects
- Movie and takeaway night
- Baking and cooking
- Quiz Night
- Fitness and circuit sessions
- House meetings
- Community activities and youth clubs

The home also provides at least one holiday a year, which all young people are encouraged to join. Additionally, we work closely with local activity and residential groups such as the Princes Trust and NCS to provide enriching experiences.

5. Health

At the home, we understand that young people in care may have had chaotic lifestyles, resulting in their health needs being overlooked. To address this, the home is supported by the named local authority looked-after children's (LAC) nurse, who is updated with new residents either at the pre-administration stage or upon arrival, depending on whether the placement is planned or an emergency. The LAC nurse visits the young person at the home or in the healthcare setting to complete an initial health assessment. This includes determining necessary health actions and checking whether the young person's immunisations are up to date. We ensure that the health and development needs of all young people receive high priority. Within the first 72 hours of arrival, the young person is registered with the local general practitioner, dentist, and optician. Staff support young people to attend all medical appointments, and all medication usage is monitored by staff as reasonably possible. Health and development issues are regularly discussed with young people through key work sessions and daily interactions. The home has strong links with Child and Adolescent Mental Health Services (CAMHS) and other Manchester young people's mental health services, such as 42nd Street, which offers both group and one-to-one sessions.

The Independence Skills for Life workbook includes a section on emotional health and well-being, delivered to young people in one-to-one key work sessions or as group activities planned during house meetings. This section includes various tasks, targets, and outcomes to ensure their emotional health and well-being needs are met.

Young people are educated about the dangers of substance misuse through key work and independence sessions, as well as through tasks, goal-setting, and outcomes in the Physical Health and Well-being section of the Independence for Life Skills booklet. If staff observe a substance misuse concern, they will address the issue promptly through group meetings and individual sessions, providing an education package that clarifies the home's anti-drugs stance and the dangers associated with substance misuse. The home works with relevant healthcare services to develop a plan to stop the misuse of substances. We have strong links with the local young people's substance misuse service, Early Break, and can make referrals or conduct awareness sessions as needed.

The home also educates young people about the dangers of smoking tobacco products. Neither staff nor young people are allowed to smoke in the home. The LAC nurse is contacted if any young people require smoking cessation advice and support.

Young people are supported to be educated in sexual health through key work sessions, group activities, and signposting to relevant services. The home works closely with the Northern Sexual Health Service, which regularly provides education sessions, home testing when required, and staff training.

Additionally, young people are educated on the importance of maintaining a balanced diet and personal hygiene through their individual timetables. They learn about the Eatwell Plate, participate in cooking sessions, supervised shopping sessions, room checks, and cleaning, and complete tasks in the Independence Skills for Life workbook on personal hygiene maintenance.

6. Positive Relationships

Subject to any restrictions outlined in the Placement Plan, we encourage and support young people to maintain contact with their families. If there are no restrictions on family visits, arrangements should be made with the staff to ensure the young person is available at the time of the visit. Large numbers of family visitors can be difficult to accommodate, so it's important to discuss arrangements with staff in advance.

Staff aim to keep parents and families as involved as practically possible in the care of young people. We encourage parents to visit the home and their child's school, and whenever possible, to accompany young people to medical appointments and on shopping trips. We consult parents and other significant adults about all major decisions concerning a young person.

A phone is provided for young people to use. They can invite friends over, provided it is out of school hours and arranged with staff beforehand. Friends are welcome to have a meal, as long as it has been agreed with staff in advance. Young people may visit friends if it is appropriate and safe. We always check arrangements for visiting family and friends and maintain contact with both to ensure the young person's safety.

Young people within the home are also allocated a key worker to promote and build positive relationships within the home. This key worker helps to support the young person's social and emotional well-being, providing a consistent and reliable point of contact for them.

7. Protection of Children

Policies and Procedures:

- Comprehensive health care plans for each child
- Regular health and safety audits
- Emergency protocols for medical crises
- Equalities policy
- missing child policy
- safeguarding policy
- behaviour management policy
- presentation of bullying policy
- complaints procedure
- location assessment of the local area

Care Standards:

- Person-centred care plans
- Behavioural management plans
- Crisis care plans
- Regular review and updating of care plans
- Involvement of children and families in care decisions, coordinated with local authorities, healthcare professionals, and guardians
- Regular meetings with LA's & social workers.

How We Safeguard Young People

The home has a Child Protection Policy available upon request, and all staff have access to it while on shift. Staff play a crucial role in protecting young people living at the home, including:

- Enabling young people to disclose abuse, protecting them from further abuse, and reporting abuse appropriately.
- Working with the young person, their family, and other agencies to ensure their safety.

Within the staff team, there is a safeguarding lead and a named Child Sexual Exploitation (CSE) champion.

Self-Harm

The Home's Manager personally monitors all incidents of self-harm and threats of suicide, notifies senior line managers as appropriate, and engages other agencies when necessary. Risk management plans are created for each young person to manage and minimize risks, including those to themselves or staff. Staff work alongside relevant professionals to implement strategies and interventions to reduce the risk of self-harm and suicide. Young people are educated on coping mechanisms through their independence and key work sessions, as well as through therapeutic sessions.

Monitoring and Surveillance

Staff engage with and monitor young people based on their age and ability, adhering to the young person's placement or protection plan. Staff support young people to stay safe and manage risk using active supervision both within and away from the home. Staffing levels are appropriate to the needs of the young person and are reviewed regularly. The home does not use surveillance equipment for monitoring young people but has CCTV to monitor the external access to the grounds for security and to safeguard vulnerable young people. We have a CCTV policy, and the placing authority is informed and asked to sign their consent before the child is placed within the home.

Going Out

When a young person wants to go out, they must inform a member of staff about their destination, activities, companions, and return time. If a young person goes missing, staff will take all possible measures to ensure their safety and facilitate their return. They will be reported to the police as a missing person if concerns are sufficient. The home has a missing from home policy accessible to staff at all times. Young people who are reported missing are seen by an independent person shortly after their return, typically a children's rights worker or a member of the children's society, depending on the placing authority. The young person is also asked to engage in the home's missing from home return interview to address any concerns or issues efficiently.

How We Manage Risk

The home has a named Safeguarding and CSE Champion. All staff are alert to the dangers young people face and work closely with Social Workers, Police, and other agencies to

manage these risks. We support young people to enjoy themselves while making sensible decisions and taking responsibility for their safety. Risk management plans are created for each young person to manage any risks they may pose, including to themselves. Staff implement strategies and interventions to reduce any identified risks. Young people are educated on how to keep themselves safe through the 'keeping safe' section in the independence skills for life work booklet and through key work sessions as needed. The home collaborates closely with the neighbourhood policing team and police safeguarding team to update and obtain safeguarding information. Staff attend relevant meetings and receive regular visits from the police to educate both young people and staff on current issues and concerns.

Bullying

We do not tolerate bullying. If bullying occurs, we work with both the bully and the victim to ensure it stops. We have an anti-bullying policy, and young people are provided with a copy in their young person's guide.

Health and Safety

The home prioritises Health and Safety issues. There is a health and safety file that includes fire risk assessments, health and safety risk assessments, first aid checks, and maintenance checks of all health and safety and fire-related equipment. This includes daily, weekly, monthly, and six-monthly checks and practice evacuations. Staff receive regular fire training, and all firefighting equipment is regularly maintained. The home has a designated Health and Safety Officer who carries out monthly checks to ensure compliance with the health and safety file. All staff receive first aid training, and the home has named fire wardens who have undergone fire warden training. Additionally, all staff within the home hold a level 2 food hygiene certificate.

How We Support Young People With Their Behaviour

Staff at the home are trained and experienced in understanding young people's emotional and developmental needs, providing good, positive care and management of varying behaviours.

We believe that a settled environment is best achieved by building and maintaining appropriate good, caring relationships with young people. Staff are trained to intervene proactively to divert young people from negative behaviours and promote positive behaviours. They work in a flexible way, making sure that young people are able to express anger and frustration without feeling rejected and without impinging on the rights of other residents and staff. The young people are educated on different coping mechanisms and how they can manage their emotions in a positive way through their sessions in their bespoke weekly timetables.

We work with young people to identify and make positive changes in their behaviour. Our incentive scheme enables them to earn rewards for achieving their goals.

Incentives

We prefer to reward positive behaviour than to impose sanctions for negative behaviour; however at times sanctions do need to be imposed. Each young person will have an incentive scheme agreed with them according to their needs and age. Through this they will be able to earn extra rewards by achieving their agreed behavioural goals.

Sanctions

If a young person's behaviour is unacceptable, staff may impose a sanction. This enables residents to see a connection between their poor behaviour and loss of privileges. Staff explain all sanctions imposed to the young person and log them. All sanctions have to be

approved by the homes manager before they are imposed. The responsible person will also monitor the sanctions as a subject point in the home's managers supervision.

Holding & Restraint

If a young person shows extreme behaviour, which could cause physical injury to themselves or others, or serious damage to property, staff may physically intervene to stop the behaviour. We see controlled holding, or 'restraint', as a last resort, once a range of measures have been tried to defuse the situation. All physical intervention is fully recorded and monitored.

All our staff are trained to defuse aggressive situations and avoid the need for restraint. They also learn how to safely restrain when absolutely necessary. Staff and the young person are fully debriefed afterwards, and their comments recorded.

The home has a behaviour management, de-escalation and physical restraint policy which is accessible to all staff whilst they are on shift at all times.

8. Leadership and Management

Registered Person

Marva Davidson

Address on request with authorisation

Registered Manager

Zoe Davidson

Address on request with authorisation

Staffing Matters

All the staff working at the home have had an Enhanced Disclosure and Barring Service check. This is rechecked within legislative timescales.

Our staff value and respect the privacy, dignity, and confidentiality of residents. They are committed to raising the self-esteem of young people by identifying and building on their strengths.

Our staff support each other in the task of providing first class care for the young people. They support, encourage and guide the young people in relation to some of the issues and concerns that the young people may be experiencing in their daily lives; whether this be with their health, education, emotional wellbeing, family relationships or behavioural needs.

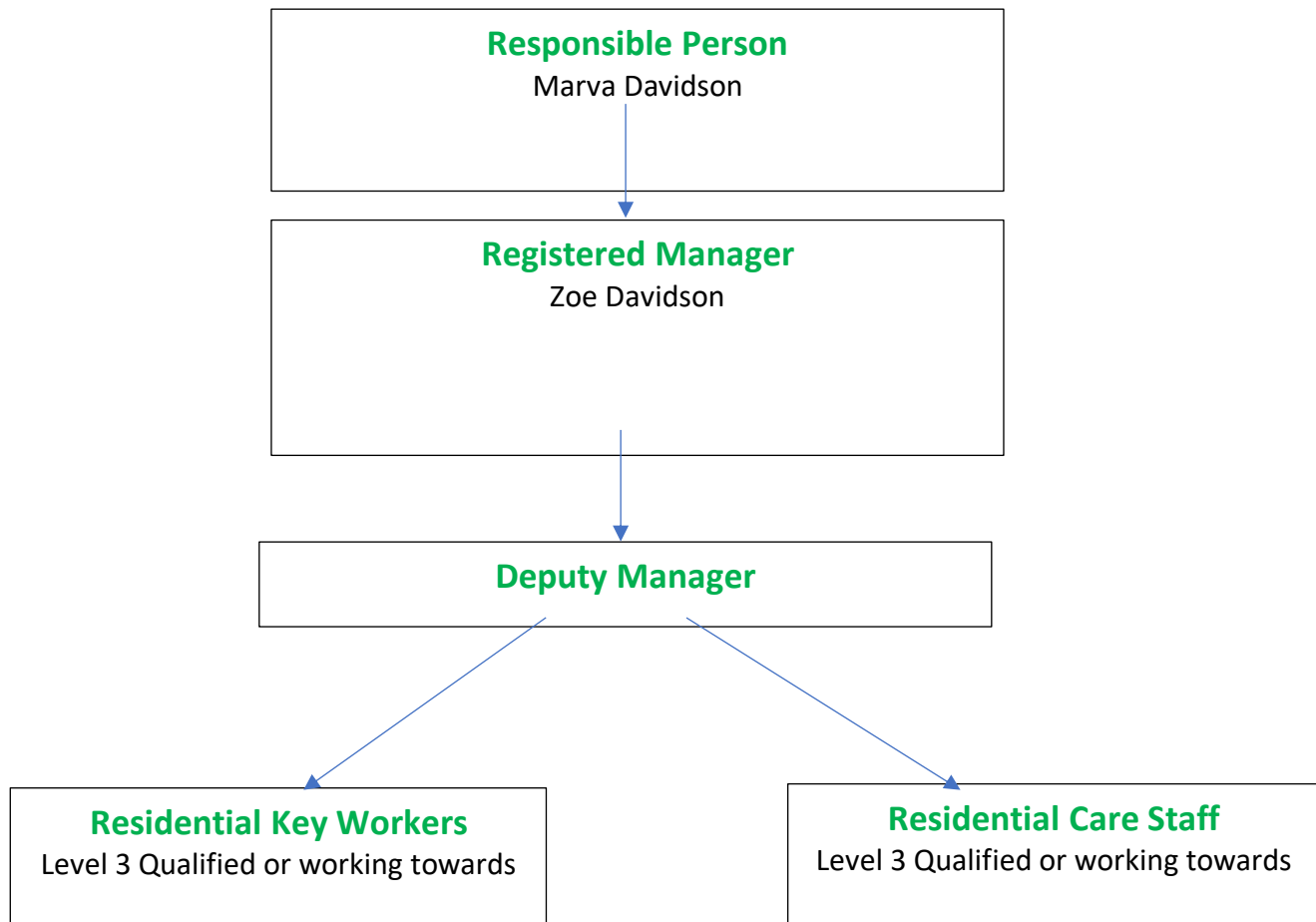
There are always at least two staff on duty in the day if there is one young person in the home and one at night and at least two in the day if there are two young people residing at the home and two at night; there can be more if their risk assessment indicates they are needed to provide a safe placement and the local authority has commissioned this. A senior member of staff is always available for advice and support.

Staff at the home have monthly, planned and structured supervision as well as bi-weekly staff meetings where the homes manager is present. Appraisals are also conducted annually so that they can discuss their achievements, problems and personal developmental needs.

The homes manager also has monthly planned and structured supervisions as well as annual appraisals conducted by the homes listed responsible person.

All staff have the opportunity to develop their skills and knowledge by attending relevant in-house training programmes, external short courses and relevant vocational courses. All our staff hold or are working towards the Level 3 Diploma in Residential Childcare or equivalent.

Staffing Structure



Support Staff & Residential Care Workers:

- Trained care workers
- Occupational therapists
- Physiotherapists
- Speech and language therapists
- Experienced in residential care and personal care
- Provide day-to-day care and support, including personal care, meal preparation, and recreational activities.
- Trained in basic healthcare, first aid, child development, and specific roles (e.g., medication administration, emergency response procedures, specific condition training).
- Well-matched key-worker assigned to each young person.

Qualifications:

- **Mandatory Qualifications:**
 - Care staff with NVQ Level 3 in Health and Social Care (or equivalent experience)
 - Or support/care staff with level 3 as children & families practitioner

- Nursing staff with valid NMC registration
- Deputy Manager to have Level 5 or working towards
- Ongoing professional development and training certifications
- Additional Qualifications:
 - Qualifications in child development
 - Certification in specific therapeutic approaches (e.g., play therapy, sensory integration)

Administrative Staff:

- Care coordinators
- Administrative support for scheduling and documentation

Examples of Specialised Training: Medical and Health Training:

- First Aid and CPR
- Medication administration
- Emergency response training
- Manual handling and lifting
- Infection control and hygiene
- Specific health conditions (e.g., epilepsy, diabetes, respiratory care)

Examples of Specialised Training:

- Autism awareness and support
- Challenging behaviours
- Dialectical behaviour therapy (DBT)
- Positive behaviour support (PBS)
- Communication strategies (Makaton, PECS)
- Behaviour management techniques
- Safeguarding children and young people
- Therapeutic care approaches

9. Care Planning

Referrals and Admissions

Referrals can be made through the placements north west portal, to the company's email address or through contacting the home for a referral form. Urgent referrals can also be made by telephone.

On Admission

The young person should be accompanied by their social worker or if the placement is an emergency a duty social worker is appropriate. All the necessary agreements and information needed to admit the young person should be provided on or before admission. The 72-hour placement planning meeting should be arranged when the young person is admitted if it is not able to be arranged before administration.

When arriving, the young person will be made to feel at ease and given useful information about the home and how it works. They will be given a young person's guide about the home and what it is like to live there.

At the placement planning meeting, the manager or staff from the home, parents and carers, teachers and social workers make plans with the young person. The young person is assigned a key worker who will assist in writing a placement plan with the young person along with all relevant professionals with them to make sure all their needs are met. Their key worker will talk to the young person regularly to check their progress and help them meet their goals.

The placement plan will include specific arrangements to meet any needs the young person may have, including dietary needs or religious observance.

Planned Admissions

The young person's social worker must provide the home's registered manager with all the information available about the young person for them to assess the risk of admitting them to the home before an offer of a placement can be made.

The manager of the home will then arrange a pre-admission visit by the young person and where appropriate their family, if possible, to have a look around and meet the staff to discuss the routines and rules. The visit also gives staff the opportunity to gather all the background information they need to provide good care and plan for the young person's arrival. If possible, the young person will also visit the home for a meal so that they can meet the other resident. An admission date is then set, and a member of staff is identified to welcome the young person.

Urgent Admissions

Occasionally, the home may have to admit a young person at short notice when there is only limited time for prior planning. Although we prefer to avoid admissions like this, the immediate needs of the young person come first.

Urgent placements are requested by the young person's Social Worker or by an out of hours social worker directly to the home.

As much information as possible must be made available before the young person is placed in the home.

When considering an urgent referral, the home will assess how it will meet the needs of the young person and how the other young person living in the home will be affected.

When the referral has been accepted the home will identify who will be bringing the young person to the home and what further information, consent, agreements and risk assessments are required.

The home will make arrangements with the social worker to welcome the young person to the home. They will want to know who is to be responsible for the young person's plan after their admission. Any urgent admission will be followed by a planning meeting to take place within 72 hours.

What Happens When a Young Person Is Ready To Leave?

Preparing to leave is an important part of the young person's placement plan and we aim to give them all the help and support they need to move on successfully.

Key-workers will work with all young people through the 'independence skills for life' work booklet during their stay which is used to help young people to prepare for independent living as soon as they are admitted to the home irrespective of their age.

The tool helps teach young people life skills throughout their stay. Staff support young people to develop the skills they will need when they leave the home and move into their own accommodation, this includes supporting the child to develop emotional and mental resilience to cope without the home's support. The programme includes building self-esteem and confidence to equip the young person to cope with the challenges and setbacks they will encounter. This includes acquiring the skills to build and maintain relationships and networks which will support the young person as they make the transition to adulthood. We then teach the young person practical skills like food-shopping, cooking, doing the laundry, doing basic household jobs and safety in the home. We also teach about finding work and training, applying for

benefits, managing money, paying bills, making appointments, and looking after their health.