



## ***Rosedale***

# **STATEMENT OF PURPOSE**

**18 January 2017  
Part of Break  
Registered Charity Number 286650**

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## **Section 1            Quality and purpose of care**

Rosedale is one of Break's Children's Homes where we provide care, safety and stability for looked after children who have often had multiple placement breakdowns.

### **The range of needs for whom Rosedale is intended**

Rosedale provides a safe, warm, stable and thoughtful environment for up to 4 children up to the age of 18. The children who come to Rosedale will have experienced neglect, abuse and trauma along with family and placement breakdowns. They are likely to have difficulty with attachment relationships and have developed difficult or challenging patterns of behaviour. Most of the children will have suffered developmental trauma in their early years and may show signs of PTSD. The young people may demonstrate some maladaptive behaviour to cope with their intense emotions. Our fundamental belief is that children need a place to contain and nurture them in order to begin to make sense of past hurt and attempt to develop some positive mechanisms to cope with their often distressing and intense emotions.

Rosedale cannot consider children who have very specialised needs. We do not consider those whose behaviour would pose a serious and immediate risk to other residents.

In all cases a potential referral will be considered via the Group Dynamics Risk assessment.

### **Ethos of the home, intended outcomes and approach to achieving them**

Our aims, values and purpose are in line with those shared by the organisation:-

- For children and young people to be enabled to live fulfilled lives and achieve positive outcomes through our quality care and support.
- To provide high quality services to meet identified needs, enhance opportunities and improve quality of life.
- To make a positive difference to the children and young people we care for.
- To support the positive contribution that each and every individual has to make.
- To uphold the right of people to be treated with dignity and respect.

It is through the quality of the relationships with the staff and the commitment to their welfare and future that we seek to bring about stability and positive change to their lives. The children are likely to suffer from a number of personality and attachment problems. Through the consistent attitude of the staff we offer as many positive experiences and relationships as possible to provide the basis for rebuilding their self worth.

Rosedale offers an all round approach to the problems of the children based upon social pedagogy, providing support to their emotional, physical, educational, social and psychological well being and development. We would expect the children to be at Rosedale for medium to long term placements.

The main focus of the work at Rosedale is to contain, nurture and enable the children to develop, to trust the world and themselves before moving on. Together the staff team withstands the potentially negative and destructive aspects of behaviour exhibited by the children, due to their past experiences and trauma, while gaining understanding and helping the children to develop more appropriate ways of relating

For most young people coming to Rosedale, there is no prospect for a return home. As a consequence, we work to equip them with the practical and social skills to enable them to establish themselves in more independent accommodation as they move towards adulthood. We also consider it vital to help them develop the emotional resilience and resources to cope with life. If reunification with the family is at all possible we will work actively and positively to help this to be successful and sustainable. The same approach will be taken if there is a placement with an alternative family.

Some young people may come to Rosedale with a future plan to make a Fostering placement successful for them. For these young people Rosedale is a place that can allow them to express and begin to make sense of some of their past trauma – in an environment that can withstand this trauma alongside the young person. Rosedale will also endeavour to equip the young person with coping mechanisms to enable them to increase their self regulation skills, and to find more appropriate ways of interacting with the world. For these young people a clear plan of aims of the placement will be set out with the placing social worker.

Rosedale continues to keep in touch with and, in conjunction with partner agencies, support children post 18. As part of our commitment to our young people Break has its own Moving On Team who establish relationships with young people after the age of 16 and work with them while still in the home to help prepare them for independence and to help them plan their future: this team continues to work with the young people into adulthood for as long as they feel the need.

Rosedale also continues to be there for young people when they move on. Young people still recognise Rosedale as the home they grew up in, so that they come back for celebrations, for support or for reassurance as well as the adults continuing their input into their lives. The aim is to 'be there' like a good parent.

We are committed to being an environment providing equality of treatment and opportunity to all individuals in our care. We operate anti-discriminatory practices so all children and staff have a consistent and equitable experience of Rosedale.

We provide ongoing support, supervision and training to the staff to enable this process. Commitment to the well being of the staff is vital to understanding and coping with the difficult behaviour displayed by the children. Rosedale aspires to being an open and transparent working environment where everyone is valued and given the opportunity to develop.

Staff provide an experience of community living where everyone is valued and the children use their own experiences to influence and assist each other. Shared experiences and positive modelling form a strong basis for the input the children receive.

The task of helping this particular group of children can be arduous and complex. At all times support and space for reflection is offered to the staff. Staff are encouraged to take responsibility for their development at work and be committed to the process for the time they are at Rosedale.

Rosedale's overall aim is to help the young people on their life journey and to increase their positive life outcomes. We want the young people for whom we care to lead as fulfilled and rich lives as possible. We want to help give them a future and hope. Our efforts are geared towards helping the development of the young people to enable them to live independently but integrated into society with relationships that will sustain and fulfil them.

Specific expectations:

- A positive sense of themselves
- An understanding of their past and their family
- Social skills that enable them to function and engage with society
- The ability to manage and regulate their behaviour
- A good education
- Solid education, training or employment arrangements
- A range of interests and activities that enrich their lives
- Meaningful relationships.

Our long term expectation is that our young people will have meaningful employment that will provide the financial means for them to enjoy a good standard of living and maintain their own accommodation.

### **Description of the accommodation**

Rosedale is a large semi detached house, in a pleasant area on the outskirts of Kings Lynn town. Externally there is nothing to identify it as a children's home. This reflects our philosophy of making the experience of young people as normal as possible

The same philosophy has influenced the internal decoration and furnishing. The house is furnished to a high, though not luxurious standard: the aim being to achieve a comfortable, functional home. Wherever possible, limited only by compliance with relevant regulations, the house is set up as a normal family home.

There is a gas fired central heating system with radiators in every room.

The kitchen is large and well equipped encouraging the preparation of a wide range of meals. The young people are encouraged to develop both practical skills and an awareness of dietary issues.

The lounge room is spacious and a quieter area. A space in which young people can watch television together, join in team meetings, or play.

We also have an activities room/additional lounge which provides a choice of activity, this is full of games/arts and crafts materials /computer and another television.

**Age range, number and sex of children for whom it is intended to provide accommodation**  
Rosedale is registered to provide a home for 4 young people of either sex up to the age of 18.

### **Type of accommodation**

Rosedale has been developed to provide 4 good sized individual bedrooms for the young people. These are equipped with a comfortable bed, wardrobe, and chest of drawers as standard. They are then decorated and furnished to the taste of the individual. No young person shares a bedroom.

There are two additional bedrooms for staff sleeping in.

Rosedale also provides adequate office space for both the staff and management to facilitate the smooth operation of the home. A small office resides within Rosedale while a separate office with its own entrance provides space for meetings, reviews, interviews, supervisions and storage. It also has its own toilet facilities.

### **Location of the home**

Rosedale is situated in Kings Lynn, a large market town in the west of Norfolk. Kings Lynn has many facilities and activities within easy reach. There are swimming pools, parks, leisure centres, a cinema, theatres, museums, galleries, shops, a football ground, a speedway track as well as a quay and waterfront.

There is a beautiful stretch of coastline nearby with ample opportunity for beach trips. There are plenty of rural parks, woods and locations to make use of. Kings' Lynn is close by to other towns such as Hunstanton and Swaffham, each with their own attractions. An hour away is the city of Norwich which provides all the facilities of a major centre.

Kings Lynn is on the train line to London and Peterborough providing easy rail access to most of the country.

### **Arrangements for supporting the cultural, linguistic and religious needs of children.**

The population of East Anglia is becoming increasingly diverse with a broad range of cultures and ethnic groups being represented in the population. While this does present

challenges for staff in being attuned to and able to meet the range of needs, it provides a far richer environment and enables staff to contact relevant groups for advice and guidance. Translation services are available.

Culture and beliefs are central to a person's identity. Consequently, and in line with our aim of helping the young people establish a positive sense of themselves, we place great importance on taking the time to learn about, understand and provide for the needs of the young people on an individual basis

Rosedale is not affiliated to any religious belief system or organisation. As such no religious ceremony or observance is carried out as part of life within the home.

We recognise that belief can play a very significant part in the lives of some children and young people, ranging from a formal belief and associated religious practices through to more generalised values and cultural aspects of the religion. These can be very deeply held and are intrinsically linked to a person's sense of identity.

Consequently the wishes of individual young people (and their parents) regarding religious observance will always be honoured as far as possible. Staff do all they can to encourage the young person to pursue their beliefs whether it be to meet with fellow believers and participate in worship, or in day to day matters such as dietary or other practical outworking of the belief.

Many of the major faiths and Christian denominations are represented in Kings Lynn and surrounding areas and should it be appropriate staff will assist individual children and young people in making contact with them and attending places of worship. If the specific religion/faith is not available in the area, contact can be made with most in other larger towns or the cities of Norwich, Cambridge or Peterborough. Young people will be transported and supported to participate.

Where the religion is one with which staff are not familiar, they will seek out additional information in order to understand the young person's needs and requirements. Through access to information and education, the children and young people will be encouraged to explore with staff their own spiritual ideas and identity.

### **Who to contact with regard to a complaint and how to access the complaints policy**

It is our aim to listen to children, young people, their families and the professionals who work with them so that we meet their needs and respond to their concerns. By so doing we would hope to work in such a way that no one has any reason to complain. Unfortunately, however, there is always the possibility that we do not succeed in fulfilling these aspirations and that people do feel that they have reason to complain. It is important in such

circumstances that there is a clear, accessible process by which complaints will be addressed and resolved. Not only is this important for the well-being of the young person and the reassurance of those involved in their care, it is also important for the staff and management to know when something is not right for our service users in order that we can put it right and provide what they really want and need. Our aim is therefore to have a very open and accessible complaints system.

The right to complain is available to young people living at Rosedale, parents or carers, social workers or anyone else who can demonstrate a basis for and interest in their concerns for a young person's welfare. Whoever has the complaint; it is important that they feel that they have been listened to and that the issues of concern to them have been taken seriously.

Staff are expected to take every opportunity to talk and listen to children and young people, if necessary in private, and to take on their distress and concerns and act to find a resolution. The complaints procedure begins to apply when the normal day to day responses have not proved adequate. Whenever a complaint is made on behalf of a young person, a check is always made with the individual (subject to his/her understanding) that the complaint reflects his/her views and that he/she wishes the person submitting the complaint to act on his/her behalf.

Any member of staff at Rosedale can be approached and told of a complaint. They will listen carefully to what is said and take steps to try to resolve the matter immediately. Even where the issue is resolved, the member of staff dealing with the complaint will ensure that the Manager is informed, who in turn makes sure that all concerned are satisfied with the outcome. The Manager also ensures that the individual's Social Worker knows about the complaint.

If the individual and/or his/her representative are not satisfied with the outcome a formal complaint can be made in writing to the Designated Officer. Any person requiring help to formulate a written complaint will be assisted by a member of staff. Only a brief outline of the problem need be given, together with the name of the person(s) already spoken to.

The Designated Officer: CEO Mrs Hilary Richards – Tel: 01603 670100.

Young people living at Rosedale are also able to make a complaint to Ofsted and their placing authority. The contact details for Ofsted are:

Ofsted  
Piccadilly Gate  
Store Street



Manchester  
M1 2WD  
Tel: 0300 123 4666

If the complaint is about the Manager, the complaint should be taken to the Chief Executive Mrs Hilary Richards – Tel: 01603 670100.

On arrival at Rosedale, young people are given a young person's guide which contains details of how to complain and to whom.

A copy of the Representations and Complaints Procedure will be provided on request by either the manager or the Designated Officer.

### **How a person, body or organisation in the care and protection of children can access the child protection and behaviour management policies**

Children and young people living at Rosedale are entitled to the same level and standard of protection from harm as is provided for any other child living in the community.

Break takes this issue seriously and ensures that all staff are aware that young people living at Rosedale may be subjected to abuse by adults, including unfortunately staff, or other children. Abuse can take place within the family, the community or the home. A young person may talk about current abuse or abuse that has taken place in the past and it is important that staff are prepared to listen at all times.

Break's own Child Protection Procedures are located within the Operational Guidance for Staff and give practical advice and guidance on how to respond to child protection concerns. Rosedale will ensure that its child protection policy is consistent with the LSCB Joint Policy and Procedures, including details of how and to whom matters relating to child protection must be referred. The Manager ensures that the policy is known to all staff, together with the LSCB's procedures, and features as part of the induction and training of new staff. Staff attends child protection training as part of mandatory training as well as refresher training.

Anyone wishing to access the child protection policies and/or the behaviour management policies can request them from the Manager or from the Director of Care. They are located in electronic form on Break's computer server but will be printed off on request. Staff within the homes can either access the electronic or paper versions of these key documents

## **Section 2 Views, wishes and feelings**

### **Approach to consulting young people and involving them in the quality of their care.**

It is Break's intention and expectation that young people will have a positive experience of care within Rosedale. Since it is their home it is important that their views and wishes are taken into account in what happens. Being able to help shape what happens is significant both for developing a sense of commitment to the home as well as helping to nurture a sense of self worth. It also helps the child have an element of control over their environment when so much of their life is outside their control.

It is therefore important that the views and wishes of children are ascertained and seen to make a difference. At an individual level, young people have the opportunity to discuss their wishes with staff generally or as part of Link Worker sessions.

More specifically, there is a regular Community Meeting with two or three members of staff. The children draw up the agenda and the subsequent meeting is minuted. Issues raised by the children are then considered; the response or action taken is then able to be given straight away or at is fed back to the children at subsequent Community Meetings. Children and young people are also encouraged to participate in staff meetings during the holidays and participate well, bringing their own agenda and openly listening to and discussing all manner of issues related to their life at Rosedale.

The children and young people are also consulted as part of the Review process – staff spend time working with each young person to prepare a report that contributes to the Review and ensures that the young person influences any changes to their Care Plan.

Children and young people can make a particularly valuable contribution to the recruitment of staff. They are routinely involved in the process and their views can be very significant: for example, we would not employ someone to whom the young people had a strong negative reaction. It is important for young people to like and feel comfortable with the people who come to work here.

Unfortunately, there are times when a young person feels that issues and concerns that matter to them have not been fully addressed, or they may feel unhappy at some aspect of their care. Where this is the case Break has a fully developed policy to respond under our complaints procedures.

### **Policy and approach to anti-discriminatory practice in relation to children and their families, and to children's rights**

Break takes this whole area very seriously and aims to ensure that the principles of anti-discriminatory practice are embedded in every aspect of the organisation: from recruitment

and training, through relationships between staff and management to the way we work with, and on behalf of our service users.

At the organisational level Break has clear policies on Equality, Diversity and Anti-Discrimination. Training on diversity features as a consistent element of the training programme.

All people should be treated fairly and equally, with no form of discrimination on any grounds whatsoever. The role of staff is to provide the additional support necessary to ensure that this is the case for children and young people at Rosedale.

Rosedale recognises that there is low ethnic diversity in the area that it is situated and it is therefore our aim to educate both staff and residents of the important values of different cultures to create a better understanding and acceptance.

At Rosedale, children and young people receive information in an age appropriate format about the care/support that they can expect. Assessments and care plans are thoughtfully developed and reflect the individual needs clearly considering age, emotional and physical requirements. The ethnic, language and cultural needs of each resident are met through the appropriate care and support provided at Rosedale. Children and young people are provided with information on how to obtain access to services that meet their needs in the local community.

We encourage diversity in various ways including choice of food and cultural food nights each month. Holidays are chosen with a view to expanding the young people's experience of different cultures.

An essential part of the ethos of Rosedale is the belief that discrimination on the grounds of race, culture, ability, sexual orientation or gender is unacceptable. Staff will challenge discrimination whenever they encounter it and will seek to develop tolerance and respect amongst all in the home.

Rosedale upholds the rights of children to express their thoughts and feelings and have the right to:

- Live in an environment that is safe, where prejudice, discrimination and ridicule are unacceptable.
- Privacy, dignity and respect.
- Communicate their thoughts, feelings and hopes without fear of censure.
- Be protected from abuse and exploitation.
- Emotional support through all available resources.
- Medical services which take into account their cultural background and beliefs.
- Practice their religion, retain and develop their cultural identity.

- Respect for dietary needs associated with their health, race and culture or beliefs.
- Develop their own sexual identity and be made aware of their sexual responsibilities within a relationship.
- Maintain their family networks should they wish to do so.
- Education and social opportunities which allow for individual choice and need.
- Be consulted and involved in planning and review meetings and have their opinions valued.
- Information and knowledge that ensures they can make informed decisions.

Young people are advised on their rights and external advice from the appropriate agency is sought. The right of access to advocacy is actively promoted.

### **Section 3 Education**

It is recognised that education is one of the key factors that impacts upon future life opportunities. It is also acknowledged that it is an area in which children who are looked after have been significantly disadvantaged. The unstable and disrupted lifestyle experienced by many of the children who come to Rosedale means that their education history is often chequered. Due to behavioural difficulties many have found themselves either temporarily or permanently excluded. Levels of attainment are often consequently low. While it is important to recognise all these factors, they will not be grounds for low expectations of the young people who come to Rosedale. We will work with each young person to raise both their own expectations of themselves, and what is often critically important, the expectations of those who work with them.

The provision of a stable, caring environment should not be overlooked as being of key importance in supporting educational achievement.

Each young person has a Personal Education Plan which reflects their educational history and needs. A copy is held on the young person's file and is used to inform the day to day action of staff to support them. Staff and Link Workers in particular, are responsible for seeing that the plan is implemented and the Manager monitors this on a regular basis. Staff liaise with school, college or other education staff and take an interest in and support the completion of homework. Also, of great importance, they attend parents' evenings and other school events as appropriate. Achievement, however small, is recognised and celebrated.

Where a child or young person has a Statement of Special Educational Needs or an Education, Health and Care Plan staff work particularly closely with the SEN Coordinator in the education setting and participate in the Assessment and Review process. Key Workers are particularly vigilant to ensure that the resources and strategies identified to support the young person are indeed made available, and that all agencies make their full commitment to the task.

Staff regularly liaise with key staff in the education provider to ensure that there is a shared understanding of how the young person is performing and awareness of factors that may be influencing mood, behaviour or learning. Staff look for opportunities to provide opportunities or activities that will stimulate or broaden the learning undertaken in the formal education setting.

The home has appropriate areas and space where children can be supported by staff to complete homework or other assignments. The young people have available a computer with access to the internet that can assist their research and learning. There is also a range of reading material within the home and regular access to the local library.

## Section 4    **Enjoyment and achievement**

### **Arrangements for enabling children take part in and benefit from a range of activities reflecting their creative, intellectual, physical and social interests and skills.**

It is important to allow young people to develop in all aspects of their lives. Activities that reflect individual interests and aptitudes provide enrichment and fulfilment that can last a lifetime. Many of these are established in teenage years.

Staff explore with each young person their interests, skills and hobbies at the time of arrival. Where interests are identified, efforts are made to arrange for them to be pursued. Staff ensure that interests and activities are age appropriate for the young person. Through the rota, the aim is to ensure that there are sufficient staff available to support each individual's needs.

Rosedale has a wide range of sporting facilities available at the large and well equipped Leisure Centre. There are also numerous opportunities to learn to play musical instruments – either through schools or via individual tutors. Other cultural and recreational opportunities are available and can be accessed either in Rosedale or in a wider area of Norfolk. This includes drama, theatre, clubs and museums. There is a range of uniformed organisations working with children and young people, for example Brownies, Guides, St John's Ambulance as well as Air and Sea Cadets.

At Rosedale we ensure that a young person who wishes to develop an interest or skill has the necessary equipment available.

Where a young person does not have any pre-existing interests or hobbies, staff provide opportunities and encouragement for new experiences that may lead to something more substantial. The Break Moving on Team also provides Mentors who can be linked with specific young people to help encourage community based activities and interests through that relationship

Within the home we have a range and selection of age appropriate games, toys, electronic equipment, music, DVDs as well as art and craft materials. Staff provide space and opportunities for children and young people with different age ranges to enjoy an activity of their choice. This might mean managing who accesses what when older young people wish to watch an age restricted DVD.

## **Section 5 Health**

Within Rosedale health is interpreted in a broad, holistic way. We consider it to be at the heart of providing proper care for a young person.

At a very basic level in order to maintain physical health, the young people are encouraged to have annual medical assessments. They are registered with General Practitioners, Dentists and Opticians and have regular check-ups to ensure that needs are identified early. The Link Workers for each child have a responsibility to make sure that appointments are arranged and to encourage the child to keep them. The Manager monitors the fact that this is carried out.

Should any child need any course of medication, the staff at Rosedale will ensure the treatment is correctly administered, stored and disposed of. Staff are trained in Emergency First Aid and the Administration of Medication. Consent for medical treatment is agreed on admission. Staff at Rosedale use common sense and professional judgement in cases requiring emergency treatment and decisions.

Specialist appointments are sought as and when necessary, and staff work with the young person concerned to support them through the process of treatment. We keep up to date records for every child in respect of all contact with medical professionals, treatment, ongoing needs and assessments.

Physical health goes beyond this medical dimension to include lifestyle and diet. We aim to provide healthy living in a context and manner that is applicable and viable for the children. Good nutrition, the importance of personal hygiene, play, recreation, relationships and nurturing will form the basis for this. Children are encouraged to participate in sports and other physical activities which will promote their general health. There are good facilities within a short walking distance. A simple measure to develop good habits is to look carefully as to whether it is appropriate to use the car to take a child to a destination or whether it would be better to walk.

Diet is a key issue in promoting long term health. It is the aim of staff at Rosedale to help young people to be aware of the benefits of a varied diet that includes a wide range of fruit and vegetables. This is not easily achieved since they often arrive at the home with entrenched views and very restricted diets. There is a balance between responding to the wishes of young people in developing the weekly menu and opening their minds to new experiences.

While progress might be slow with each young person, the aim and focus of discussions around food will be to develop an understanding and appreciation of good food that will benefit them in the future.

Emotional and mental health needs are often present for young people who come to Rosedale. In consultation with them and their social worker, when these needs require more than good, consistent care, specialist input will be sought through the General Practitioner. Where such expert help is provided, staff will work in accordance with advice given in order to support the work. Rosedale has good links with the local Child and Adolescent Mental Health Service.

Issues to do with sexual health, drugs and smoking are never far away for children and young people within the age range of Rosedale. Staff will respond to issues raised by young people, they also raise issues themselves in Link work sessions to help the development of knowledge and understanding. Basic information is available within the home. Where needed, or requested, staff will arrange for young people to consult specialist drugs or sexual health workers.

Rosedale has a non-smoking policy for young people, staff and visitors.

Break does not employ health care staff.

Rosedale does not employ any specific therapeutic approach but the work is often guided by therapists or psychologists employed by the Child and Adolescent Mental Health Service. The impact of any such work is monitored jointly by the home, the social worker and the CAMHS workers through regular meetings.

A careful health record is maintained for each young person both to record the attendance at appointments or administration of medication and to log progress.



## **Section 6 Positive relationships**

### **Arrangements for promoting contact.**

At Rosedale we consider the task of working with the child and young person's family and previous carers as paramount. We strive to understand the complex issues involved regarding family links. Wherever possible, it is vital that children and young people maintain links with their families. Even where relationships have been very difficult, or damaging, these are the people to whom they are related and from whom they derive their identity. Staff at Rosedale therefore do all that they can to promote contact in accordance with the Placement Plan.

Contact is arranged with a view to preserving, establishing or promoting any links which could be beneficial to the individual at Rosedale. Arrangements are made after taking full account of the wishes and feelings of children and young people, involving the parents, relatives, social worker and, where appropriate, Courts. Contact arrangements form part of their Care Plan.

The location of visits is determined by balancing the ease, comfort and wishes of those involved with the concerns and risks that might be associated with it. The frequency of contact is determined as part of the Placement/Care Plan and is usually linked to the purpose of that contact – maintaining a sense of identity or leading to a return home being two of the more extreme ends. Other forms of contact such as letters and phone calls are encouraged. E-mails are also possible as a form of contact, but they pose more problems in terms of access to the internet.

It is important to remember that most young people come from a family which consists of more than just parents and siblings – grandparents, aunts and uncles can play an important part in their life that is easily overlooked. Similarly, friendships from the past should also come into consideration.

Where necessary staff will assist contact by transporting the young person or making the necessary arrangements.

Staff at Rosedale will also do all they can to encourage contact by, wherever possible, establishing a good relationship with relatives and those important to the young person. This is not always possible and must always be bounded by the needs of confidentiality.

It is important that our young people establish positive friendships with their peers in the community. Consequently staff will enable them to visit friends or have friends to visit them in the home. Such arrangements are made with the appropriate checks that a responsible parent would make

## **Section 7 Protection of children**

### **Approach to monitoring and surveillance**

Relationships are fundamental to all the work at Rosedale and this is particularly true in the area of protection. Staff build open trusting relationships with the young people which communicate genuine care and affection. Through such communications young people are able to talk about anxieties, risks and fears. Since they work in this way, staff are not detached and distant, sitting in offices or standing around 'monitoring.' They are actively engaged with them in day to day life. All children and young people are observed through direct engagement of activities of daily living. Staff are aware of changes of mood or interactions which can precipitate a problem.

The open relationships and communication also provide the most effective protection for those times when the young people are out in the community: they will discuss things both before and after the event.

Rosedale does have an alarm system that gives the option of adding a door alarm to young people's bedrooms (a bing bong sounds on opening of the door.) This has been used in the past when risks occurred between young people particularly at night time when adults on shift are asleep.

Currently this system is disabled as its felt that adult vigilance is adequate however this can be reviewed if necessary.

### **Approach to behaviour support**

It is always the aim of staff employed at Rosedale to build positive relationships with the young people. We work from the principle of aiming to help the young person learn to manage their own behaviour. Similarly, the child or young person is encouraged to reflect on what happened to help them learn and develop controls.

The hope and intention is that this will provide the framework in which problematic behaviour can be discussed and resolved. A calm, reassuring approach can often enable many difficult situations to come to a constructive solution.

Where difficult or challenging behaviour is known to be an issue carefully drawn up behaviour management plans help staff work in a consistent manner as well as managing the risk that the behaviour presents. Wherever possible we try to anticipate the behaviour and either distract or employ de-escalation techniques.

We work in ways which recognise, reward and encourage positive behaviour. We seek to build on strengths and positives as part of a strategy to minimise the negatives.

Opportunities for additional activities or resources can be given as positive re-enforcement. Mechanisms such as the Community Meetings can encourage positive engagement with staff and with day to day routine. Taking responsibility for some daily living tasks can engender a sense of belonging and self worth.

As part of children and young people's development they will question, challenge, test the limits and create confrontation. Young people are learning the boundaries of acceptable and unacceptable behaviour. There can often be an additional dimension to this issue for the young people living here: the emotional turmoil that they are experiencing can make it difficult to control behaviour or will lead them to express it in inappropriate, negative behaviour. Sometimes these become established patterns of behaviour. Although any such behaviour needs to be addressed, staff need to reflect on what is happening to understand it.

In any setting, where behaviour is unacceptable there have to be mechanisms whereby that point can be reinforced. The objective is always, however, to help the young person recognise what is appropriate behaviour and modify their own behaviour accordingly. We seek to operate in ways that embrace restorative approaches: helping the young person to understand the impact of their behaviour and to take responsibility for actions that seek to make good that 'damage.'

There are times when simple discussion is either ineffective or insufficient and on such occasions disciplinary measures will be applied. Consequently, any disciplinary measure will be imposed in the context of discussion – sometimes at the time the measure is imposed, sometimes subsequently, depending on the situation and the young person. Any sanctions should be limited in duration, timely and appropriate to the behaviour. Any Sanctions imposed should have been thoughtfully considered and discussed with colleagues to ensure that it is being imposed in order to help a young person to manage themselves better. They are also entered into the Sanctions Log, which will be overseen by the Manager.

There are many forms of sanctions that are not permitted. These include corporal punishment, deprivation of food or drink, restriction on contact with key people (parents, social worker etc.), being made to wear distinctive or inappropriate clothing, using or withholding medical treatment, deprivation of sleep, imposition of fines or intimate physical examination.

When a child or young person's behaviour places themselves or others in danger, or there is serious damage to property, staff will intervene physically to prevent that behaviour. All staff are trained under 'Norfolk Steps' and this does equip them with a range of techniques but has the appropriate emphasis on de-escalation. Any physical intervention will be the last resort and these will be clearly recorded in the home's restraint log.

All staff receive annual 'refresher' training in Norfolk Steps to ensure that their thinking and practice is in good order and that they remain competent to practice

## **Section 8 Leadership and management**

### **Registered Provider Details:**

Rosedale is owned and run by Break. Break is a Registered Charity: No. 286650; it is also a Company Limited by Guarantee, Registration No 1699685. (VAT Reg No 595 3666 89).

Break's Head office is at:-

Schofield House

Spar Road

Norwich

NR6 6BX

Tel: 01603 670100

Email: [reception@break-charity.org](mailto:reception@break-charity.org)

Break was established in 1968. It began as a charity providing holidays for children and adults with learning disability. Over the years a much broader range of services have been developed along with expertise in working with children and families.

In addition to Rosedale Break operates the following services:

- Five other mainstream children's homes.
- One long term home for children and young people with learning disabilities.
- Two Short Breaks homes for children with learning disabilities.
- One Residential Family Assessment Unit.
- Families' House – support for families in difficulty especially following separation.
- Mentoring services for looked after children.
- Transition support for young people leaving care.
- A Fostering Service.

### **Responsible Individual Details: Hilary Bridget Richards – Chief Executive**

#### **Qualifications:**

- BA (Hons) Business Studies 2.1
- Diploma in Social Work
- MA Applied Social Studies
- Accredited Practice Teacher
- Executive Diploma in Management

#### **Experience:**

- 18 years post qualification experience in Social Care, predominantly working with vulnerable children and families. Initially working in Cleveland before moving to Norfolk in 1997.
- 4 ½ years in Norfolk working in the field of child protection followed by a further 4 years as a senior practitioner.
- 5 years working with NCSC/CSCI as a Regulation Inspector.
- Employment with Break commenced January 2007 as an Operations Manager.

## **Registered Manager Details: Janet North**

### **Qualifications:**

BSc Psychology 2:1.

MSc Forensic Psychology.

NVQ 4 Registered Managers award.

### **Experience:**

- Ten years working with adults with Mental Health difficulties – Registered Manager.
- Employment commenced 2004 in residential childcare with Break – Registered Manager.

## **Staffing - qualifications and experience.**

### **Deputy Manager: Katie Mathunjwa**

#### **Qualifications**

NVQ 3. Early Years Practice.

NVQ 3. Early Years and Education.

Foundation Degree in Social Pedagogy and integrated Children's services.

Level 5 Diploma in Leadership and Management.

#### **Experience**

Childcare Practitioner.

Support Worker- Rosedale.

Senior Support Worker – Rosedale.

Employment with Break commenced - August 2008

### **Senior Support Worker – Part time: Sian Garrett**

#### **Qualifications**

8 GCSE's

BTEC advanced level 3. GNVQ in Health and Social Care – Merit.

NVQ 3 Health and Social Care – Looking after Children and Young People.

#### **Experience**

One years experience working in a pre –school nursery and after school club, ages 3 months – 11 years.

Registered assistant child minder.

Four years administration experience.

Employment with Break commenced - February 2005

### **Senior Support Worker - Alice Stratton**

#### **Qualifications**

8 GCSE'S

CACHE Level 1 in Childcare and Education.

Access to Humanities and Social Sciences.

BA Hons Youth Studies: 2:1.

#### **Experience**

Work placements in a nursery and a primary school whilst studying at College and University.

Volunteered as an Inspire Mentor in a secondary school.

Employment commenced with Break - January 2014

### **Support worker – Melissa Manning**

#### **Qualifications**

GCSE'S

AS level in Health and Social Care.

AS Level Psychology.

NVQ2 Teaching Assistant.

NVQ in Residential Childcare. Diploma in Social Pedagogy 2016

#### **Experience**

1 year as an unpaid Teaching Assistant.

6 months working with adults with disabilities.

4 and a half years in Customer Service.

Employment with Break commenced - November 2013

### **Support Worker – Dean Fish**

#### **Qualification**

NVQ 3 in Play Work.

First Diploma in Uniformed Services.

7 GCSE's.

NVQ 3 – Health and Social Care – Looking after Children and Young People.

#### **Experience**

Worked for 7 years as a Sports Development Youth Worker.

Teaching Assistant.

Employment with Break commenced - May 2009

### **Support Worker- Anne- Marie Rankin**

#### **Qualifications**

11 GCSE's - A-C

3 A levels - A-C

1 A/S Level- A

NVQ3 in Residential Childcare. Diploma in Social Pedagogy.

#### **Experience**

Customer Service and Admin.

Employment with Break commenced - November 2013

### **Support Worker – Tim Maxwell**

#### **Qualifications**

NVQ in Residential Childcare. Diploma in Social Pedagogy.

#### **Experience**

9 months relief at Rosedale.

Coach for a football team.

Employment with Break commenced - July 2013

### **Support Worker – Charlotte Benson**

#### **Qualifications**

Introduction to Art Therapy.

NVQ in Residential Childcare. Diploma in Social Pedagogy Commenced May 2016.

#### **Experience**

Assistant manager Age UK working with vulnerable adult volunteers.

Employment with Break commenced - December 2015

### **Part Time Support Worker – Nicola Booth**

#### **Qualifications**

NVQ in Residential Childcare. Diploma in Social Pedagogy Commenced September 2016.

#### **Experience**

Volunteered in a primary school.

Receptionist in local doctor's surgery.

Employment with Break commenced- January 2016

### **Part Time Support Worker – Sophie Watson**

#### **Qualifications**

10 GCSE's A and B grades.

3 A Levels Psychology PE Biology

Degree in Criminology.

#### **Experience**

Voluntary work in a half way house

Employment with Break commenced– October 2015

### **Relief Support Worker- Sam Chapman**

#### **Qualifications**

6 GCSE's grade B-D

NVQ 3 – Health and Social Care – Looking after Children and Young People.

#### **Experience**

1 year travelling, experiencing many different cultures around the world.

12 years working for a pharmaceutical company.

Approximately 2 months bank work for Break.  
Employment with Break commenced- March 2009

### **Relief Support Worker – Neil Woodhouse**

#### **Qualifications**

8 GCSE's A-C

NVQ 3 Health and Social Care – Looking after Children and Young People.

#### **Experience**

Police Support volunteer.

Completed 3 day training in Restorative Justice.

Working with Young People at youth clubs.

Employment with Break commenced - May 2010

### **Relief Support Worker – Nikita Richardson**

#### **Qualifications**

9 GCSE's.

Sports Leader Award Level 1.

NVQ3 in Residential Childcare. Diploma in Social Pedagogy.

#### **Experience**

Adult Mental Health 4 and a half years.

Worked as a sports leader for 3 years.

Employment with Break commenced - July 2013

### **Relief Support Worker- Matthew Sanctuary**

#### **Qualifications**

NVQ3 Early Years and Foundation Stage Diploma in Play Work.

#### **Experience**

7 years experience in early years setting including after school clubs.

18 months on a cruise ship activity planning.

Support worker for Break – 2.5 years

Employment with Break commenced - January 2014

### **Relief Support Worker- Sarah Howell**

#### **Qualifications**

5 GCSE's

GNVQ level 2 in Book keeping and Accountancy

#### **Experience**

121 Social Care – Residential support worker (6 months)

Employment with Break commenced – August 2016

### **Relief Support Worker- Lynne McLaren**

#### **Qualifications**

Typing RSA 1 & 2 and Shorthand

NVQ level 1, 2 & 3 in Beauty Therapy (Electrolysis, Aromatherapy, Ear piercing & Hopi Ear candling)



NVQ Level 3 – Award in Education & Training PTLLLS

**Experience**

Benjamin Foundation – Locum Support Worker - 1 Year  
Employment with Break commenced – August 2016

**Housekeeper – Teresa Ovenden**

**Qualifications**

Diploma in Parts Field Wholesaling.  
NVQ in Food and Drink Manufacturing Operations Level 1 and 2.  
Certificate of training in Health and Safety awareness for managers.  
HACCP Awareness for Food Business Employees.  
Food Hygiene Principles and Practice.  
Introductory course in Supervisory Management Studies.

**Experience**

Ten years as a manager in a food factory.  
Employment with Break commenced - June 2012

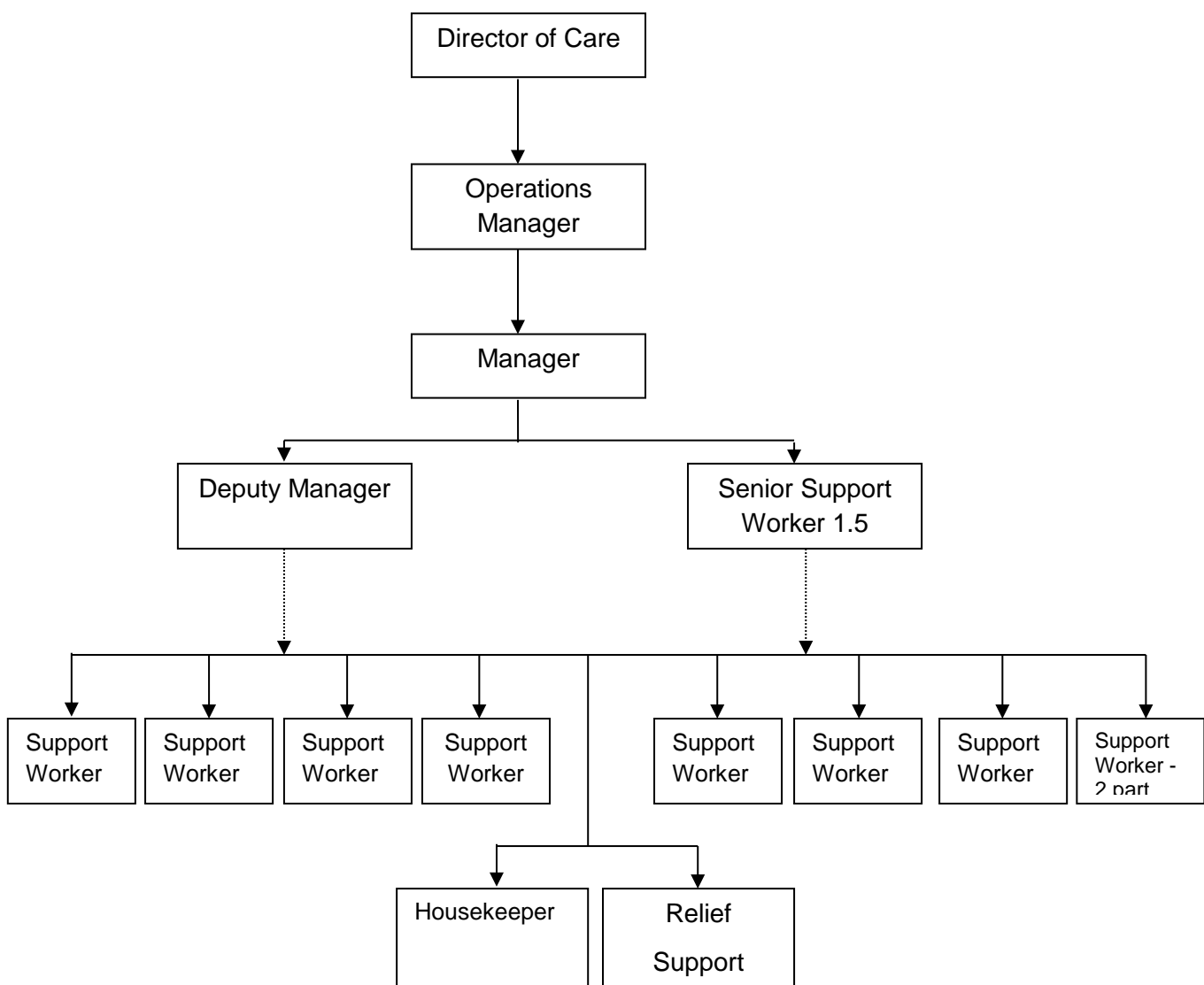
As far as possible we aim to ensure a good gender and age balance within the team to provide a range of relationship opportunities for the young people

## Organisational Structure

The overall staffing structure of Rosedale comprises:

- 1 Manager
- 1 Deputy Manager
- 1.5 Senior Support Worker
- 8 Support Workers
- 1 Part time Housekeeper
- Relief Support Workers

This structure fits into the organisation as follows:



Head Office retains a copy of each staff member's personnel file which will include a copy of the Disclosure and barring Records, all checks and all relevant recruitment information.

Any agency staff within the Home will be required to produce their Disclosure and barring records, and all checks completed before being allowed to work in the Home. A copy of the check will be retained in the Home.

There will always be at least 2 staff on duty at any time and a member of the Home's management team will be on call. The actual staffing levels will be determined by the number of residents present in the Home at any given time and their assessed level of need and risk. Whilst it is logical to expect more staff to be on duty when the Home is full too many staff on duty can be counter productive and create an unrealistic expectation for residents. The registered manager will determine the appropriate staffing levels guided by the residents' care plans and risk assessments. It is recognised that where necessary the registered manager may have staff from other Break Homes or agency staff as a last resort.

The registered manager will ensure that an agency member of staff is never left in sole charge of the Home.

There will be 2 staff 'sleeping in', one of whom will have completed their 6 month probationary period with Break. Any Changes to this arrangement will be risk assessed. The registered manager will ensure that the correct gender balance is maintained within the Home. The start and finishing times for 'sleep in' duty will be determined by the registered manager.

The Home operates an on call roster that ensures a member of the management team (the manager, deputy or senior) are always available to contact and when necessary to provide staff cover for whatever reason. The Responsible Individual and Break's Head of Care or another Senior Manager are always available for consultation both inside and out of 'office hours'.

The staff roster is displayed in the office and a copy made accessible to the young people so they know who is 'sleeping in' or on duty at any time. The roster must indicate the actual staff on duty in the event of sickness.

### **Supervision.**

All residential care workers and managers within Break receive practice-related supervision from a person with appropriate experience who has a more senior level of responsibility. The purpose of supervision is to enable the employee to understand and manage their own feelings and responses in relation to the behaviour and emotions of service users and to enable employees to help service users to do the same. Supervision will take the form of regular 1:1 meetings of sufficient duration to enable the employee to competently do their job. In most cases this will be monthly, but it may be more or less frequent depending on circumstances, e.g. during probation, personal or work circumstances and performance

issues. Bank staff receive 1:1 support and supervision at a minimum after every 8 shifts worked in one specific service.

Supervision is intended for staff support and development. If there are hindrances or dissatisfaction with this process then the Manager can intervene and in some instances a different supervisor be appointed. A more detailed supervision policy is available.

### **Appraisals**

All staff will receive an annual appraisal. This will include an overview of the year as well as any performance and practice issues, aims and objectives will be discussed. Records of this will be kept and used as a guide and reference for the development of staff.

## Section 9 Care Planning

### Admission process

As part of the admissions criteria the management team will carefully consider the mix of children and how their individual needs might impact on others. This decision making process will include a risk assessment addressing the following:

- The potential impact on any of the children and young people of any new placement.
- The mix in terms of age, behavioural and emotional needs is deemed as safe and appropriate.
- Whether all children and young people's needs can be fully met according to their age and development.
- There are no significant risks to the safety and well-being of any of the children and young people. Any potential risks can be safely managed with a clear plan attached to it.
- The home and all staff can cater for individual needs and ensure that age-appropriateness is considered in providing daily care.

Initially, possible placements are discussed with the Operations Manager responsible for Rosedale. If from this preliminary discussion, it appears that the needs of the young person might be within the range of those that Rosedale can meet, a referral can be made, which should include the following information:-

- A placement profile request.
- A chronology and all relevant background information.
- The child's current care plan including assessed risks.
- Details of all previous placements and moves.
- An education plan.
- Any psychological reports.
- Any relevant court proceedings information.

The Manager will then liaise with the social worker to arrange a meeting (to include parents/carers where appropriate) to look more fully into the suitability of Rosedale as a placement for this young person, taking account of the needs and plan for the young person, compatibility with the needs of existing residents and the skills and experience of the staff group. If it is decided that Rosedale is a suitable and realistic placement, introductory visits, including overnight stays where possible, will be arranged as a lead up to admission. This is well planned and thought through process with careful consideration to the individual's needs. We believe that long term success and a positive experience for a child/young person is very dependant on the right placement and an agreed integration plan into the home.

Particular account is taken of the potential impact of any placement on the existing group of young people and they will be involved in and consulted on the admissions process as much as possible

Moving to a new placement is always unsettling, so where possible, we encourage all admissions to be planned. We accept that this is not always possible, therefore in exceptional circumstances, same day placements can be accepted, as long as the admissions criteria are met.

It is the expectation that a working and current education plan and provision are in place before a child is admitted to Rosedale. Staff at Rosedale will work closely with social workers and ensure they fulfil their statutory visiting requirements and regularly discuss and review the needs and progress of the child.