



LIBERTY LODGE

Supporting a Statemented Student

The Statutory Assessment Process

A statutory assessment is a very detailed assessment of a child's educational needs that will include reports from a variety of people.

- parents
- school or pre-school staff
- educational psychologist

And others who work with or who support the child for example;

- health
- social care

The assessment will identify the child's needs and any special help that is required and be produced in the following format:

- **Part 1** – provides the child's details (e.g. name, address, parent(s)/carer(s))
- **Part 2** – dives details of the child's special educational needs
- **Part 3** – describes:

The long term objectives for the child;

The support the Local Authority thinks the child should receive to meet their needs and learning objectives;

The arrangements to be made for setting short-term targets and regularly reviewing the child's progress towards those targets.

If a child is referred for E.A.L. we will make provision.

- **Part 4** - names the school where the support will be made or the Local Authority's arrangements for support if this is not to be in school.
- **Part 5** – gives details of the relevant non-educational needs the child may have as agreed between health services, social services or other agencies and the Local Authority.
- **Part 6** - describes how the child will get the help required to support their non-educational needs.

When will a Statutory Assessment process be carried out?

The Code of Practice is very clear in its advice that most children with special educational needs should be supported through School Action and School Action Plus. However, for a very small number of children with severe, complex and long term needs the Local Authority will need to determine what support may be needed. This is when a statutory assessment should be requested.

Who can refer for Statutory Assessment?

A parent, a school or any other appropriate agency can ask for a statutory assessment. The timeline for this process is normally as follows:

- **6 weeks** - The Local Authority considers the request and decides 'yes' or 'no' to statutory assessment.
- **10 weeks** – The Local Authority makes an assessment and decides whether to 'make a statement' or 'not to make a statement'.
- **2 weeks** - The Local Authority will either issue the 'proposed statement' or 'explain their decision not to make a statement and send a note in lieu' (note in lieu will be produced if it is considered if a child's special educational needs can be met by School Action or School Action Plus).
- **8 weeks** – The Local Authority sends out the final statement.

The whole process should take a total of **26 weeks**

What is an Individual Education plan (IEP)?

The IEP is the outcome of the Statutory assessment and is the document that must be used by the educational institution which the statemented learner is attending. It should contain the following elements:

<p>Three or four individual targets designed to address the pupil's current priority needs</p>	<p>The IEP is designed to address the child's current priority needs. Setting too many targets at one time is not sensible.</p> <p>The child will still be receiving the full curriculum and the IEP should only record the targets that are different from or additional to those in place for the rest of the group or class. The SEN Code of Practice states that <i>the IEP should be crisply written</i> and the SEN Toolkit suggests that <i>Teachers should generally aim to include SMART targets. (Specific, Measurable, Achievable, Relevant and Time related).</i></p> <p>The targets should reflect what you want to see happening for the child. It is helpful to precede targets with a phrase like: <i>J will be able to ...</i></p> <p>The strategies should link to the targets and should reflect how you are going achieve them.</p>
<p>The teaching strategies to be used</p>	<p>It is important to consider what specific teaching strategies will be used since the pupil will have a history of failing to make adequate progress. Consequently, the pupil will need something different in order to make progress.</p>
<p>The 'additional to' or 'different from' provision to be put in place</p>	<p>This is an essential part of the IEP. The school should be providing something 'additional to' or 'different from' the provision made for the majority of pupils.</p>
<p>When the plan is to be reviewed</p>	<p>IEPs should be continually kept under review and the success of all IEPs should be evaluated at least twice a year.</p> <p>For children in early education settings or with particular needs, IEPs may need to reviewed termly or even more frequently. Setting a date for review when an IEP is set up makes it far more likely that this review will happen and ensure that all those involved, including parents, can ensure the date for review is recorded in individual diaries.</p>
<p>Success and/or exit criteria</p>	<p>Success criteria mean that targets set have been achieved and new targets need to be set.</p> <p>Exit criteria mean that not only have the targets been achieved but that an IEP may no longer be required.</p> <p>If targets are specific, measurable and time related it is unlikely that additional success or exit criteria will need to be recorded.</p>
<p>Outcomes</p>	<p>Outcomes will be recorded when the IEP is reviewed and will be based upon an assessment of progress and achievement towards meeting the original targets set.</p>

What does a good IEP look like?

A good IEP must:

- focus on the specific learning and communication difficulties of a pupil with severe and complex needs
- reveal to what extent ICT is in place already and, more crucially, for what purpose it is being used.
- have an account of what the pupil has already achieved within their learning objectives and what part, if any, ICT has already played in this process.
- have a set of clear targets which will be achieved over an agreed period of time and within which ICT is integrally placed.
- have an acceptable time period for reviewing IEPs or individual curriculum - termly or half yearly, with an Annual Review determining more long term provision.
- involve pupils, parents and key non-teaching personnel (for example, LSAs, therapists and educational psychologists) where relevant
- identify how ICT can be integrated into the delivery of learning and communication objectives



Behaviour/Learning support

In the creation of the Schemes of Work and Lesson Plans the teaching team will identify what type of support each young person will require to successfully complete the lessons.

The level of support will be decided in the process of compiling the Individual Education Plan.

It will be provided by a member of each day's care team who will liaise at the start of the day with the teaching team as to what will be required in each lesson.

The support staff is there to support the learning of the young people in class through their interactions and role modeling in the lessons. This 'enabling' process is paramount in helping educationally disaffected young people succeed and eventually reach their full academic potential. By taking an active role in the learning process, the support worker can work alongside a young person to help develop confidence, self-esteem and offer the opportunities to increase the young person's feeling of self worth.

The support staff will accompany the young people to and from lessons and should only leave them to do this alone if it is an agreed part of their Care and Behaviour Management Plan.



Complementary Safeguarding Policy for Education Staff

We fully recognise our responsibilities for child protection.

This policy applies to all education staff working at Liberty Lodge. It is to act as complementary and not alternative to the Child protection and Safeguarding of Young People Policy in the Liberty Lodge Policy Document.

Elements of the policy

Any child protection policy requires key elements to exist throughout the home:

- To guarantee the safe recruitment of staff through checking the suitability of all who work with children
- To raise awareness of child protection issues and to equip young people with the skills necessary to keep them safe
- To develop and implement procedures for identifying and reporting cases, or suspected cases of abuse
- According to an agreed plan, to support young people who have been or may have been abused
- To establish a safe environment in which young people can learn and develop

Education staff will play an integral part in creating a stable, secure and predictable environment at Liberty Lodge in which young people are kept safe.

Education staff responsibilities

We recognise that because of the nature of the contact with young people, education staff are often well placed to observe and note indications of child protection issues. We will therefore aid and be an instrumental part of:

- Establishing and maintaining an environment where young people feel secure, are encouraged to talk, and are listened to.

- Ensuring young people know that there are adults other than care workers, whom they can approach if they are worried
- Including opportunities in the curriculum for young people to develop the skills they need to recognise and stay safe from abuse.

We will always follow the procedures set out in the Child protection and Safeguarding of Young People Policy of Liberty Lodge and take account of guidance issued by the DCSF.

Through these procedures we will:

- Ensure we are fully aware of the child protection procedures operating throughout Liberty lodge
- Ensure every member of staff knows the name of the designated person responsible for child protection and their role
- Ensure all staff understand their responsibilities in being kept alert to the signs of abuse, and responsibility for referring any concerns to the person responsible for child protection
- Co-operate as required with any enquiries regarding child protection matters including attendance at case conferences and strategy meetings
- Contribute to the written records of concerns about the young people, even where there is no need to refer the matter immediately
- Ensure all written contributions are kept confidential, separate from the main pupil files, and in a locked location
- Follow the procedures, as outlined in the Liberty Lodge Policy document, where an allegation is made against a member of staff.

We will endeavour to support the young people through:

- The content of the curriculum
- The school and home ethos which promotes a positive, supportive and secure environment and gives young people a sense of being valued
- The Liberty Lodge Behaviour Policy which is aimed at supporting vulnerable young people
- We will ensure that the young person knows that some behaviour is unacceptable but that they are valued and not blamed for any abuse that has occurred.

We will act in liaison, when it is appropriate and required, with other agencies that support the young person, such as social services, Child and Adult Mental Health Services, NSPCC and educational psychology services.



English as an Additional Language Policy

This policy details arrangements at Liberty Lodge to recognise and meet the needs of pupils who are learning English as an additional language. That is, pupils who have a home language other than English and who are in the process of learning to use English as an additional language through immersion in the curriculum and the broader life of the school and home. Throughout this policy, and in other related policies and documents, these pupils are referred to as "E.A.L. pupils."

Aims

- To be proactive in removing barriers that stand in the way of E.A.L. pupils learning and success.
- To meet our responsibilities to E.A.L. pupils by ensuring their equal access to the curriculum (and other educational opportunities) and the achievement of their educational potential.
- To provide E.A.L. pupils with a safe, welcoming, nurturing environment where they are accepted, valued and encouraged to participate.

Underlying Principles

- E.A.L. pupils are entitled to opportunities for educational success that are equal to those of our English speaking pupils.
- E.A.L. pupils are not a homogenous group; their needs vary according to a range of factors. We provide a range of teaching and learning activities to meet curriculum demands and different learning needs/styles.
- Well planned, mainstream lessons in appropriately organised mainstream classrooms provide the best environment for acquisition of English by E.A.L. pupils.
- The multilingualism of E.A.L. pupils enriches our school and community.
- To become fully competent in the use of curriculum/academic English is a long process; pupils require long-term support.
- Having a home language other than English is not a "learning difficulty".
- E.A.L. pupils are not placed on Learning Support registers or taught in Learning Support groups unless they have Special Educational Needs.

We will:

- Plan for and provide appropriate stimuli for language development.
- Encourage E.A.L. pupils to use English by generating opportunities for active participation in lessons.
- Consider our own language use and provide suitable contextual clues for E.A.L. pupils.
- Be aware that our school culture and environment (Eg teaching; learning; procedures; routines and practices) may differ from the school culture that E.A.L. pupils are familiar with.
- Plan for and provide specific time for pupils with E.A.L. needs.
- Be aware that an E.A.L. pupil's social language (normally acquired in around 2 years) may be much more advanced than their academic language (which can take 7-10 years to reach native-speaker levels).
- Teach topic/subject relevant vocabulary where appropriate and provide curriculum-related opportunities to develop listening, speaking, reading and writing skills.
- Provide good language role models for social interaction in learning activities.
- When necessary, provide spoken and written, curriculum-specific, language models for E.A.L. pupils. E.g. writing frames.
- Provide a secure, but intellectually challenging learning environment.
- Support language development through sensitive and informative feedback on grammatical accuracy, social rules of use, (formality, politeness, etc) genre features and characteristics (narrative, reports, etc).
- Promote language and study skills and attitudes that enable E.A.L. pupils to become independent learners.
- Encourage parents/carers participation in E.A.L. pupils' learning.

E.A.L. Assessment, Record Keeping and Information Transfer

The school maintains an E.A.L. pupil register.

All relevant information is disseminated to teaching staff or to other schools.



COMPLAINTS PROTOCOL

POLICY

It is Liberty Lodge policy that all representations and complaints made by children, their families, staff and outsiders will be treated seriously, positively and dealt with promptly. All complaints, Formal and Informal will be recorded in the appropriate folder by the Manager and be available for inspection if required by Ofsted.

This folder will contain details of the outcomes at each stage of the complaint and copies of any correspondence pertaining to the complaint. These records will clearly show at what stage a complaint is resolved. All correspondence, statements and the records of complaints will be kept confidential.

GOOD PRACTICE AIMS

The 1989 Children Act requires local authorities, private and voluntary organisations to set up procedures for representations and complaints about the service that they provide. The Act emphasises the importance of children in care being able to access independent people and organisations outside of the establishment in which they are living.

These aims are in harmony with the philosophy of Liberty Lodge in promoting independence, responsibility, and being in control of their own lives in young people. It is hoped that the young people will be enabled to understand their rights and entitlements, and aid the acquisition of self-assertion for themselves and advocacy for others.

Staff should be ready to support and advise upon the most effective way of seeking representation if a complaint or problem is not satisfactorily resolved at the informal house level. Options may include:

- Talking with the Independent Person
- Talking with local advice centres, eg. Community Education Service
- Talking to Childline
- Talking to Who Cares Trust
- Contacting a Councillor or Member of Parliament

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If the problem involves their local authority, the young person should follow their complaints procedure, which they can request a copy of from their Social Worker. They may also use this avenue for complaints about Liberty Lodge.

COMPLAINTS PROCEDURE

It is the expectation of the home that staff should recognise the line management process in all procedures.

Young Person's Complaints

All staff must make themselves aware of the Young Person's Complaints Procedure. Copies are kept in a communal area so that young people do not have to ask for them. Further copies are available in the staff office. Regardless of whether the complaint is of a formal or informal nature, the young person should be given written feedback within 28 days.

Staff Complaints

Stage 1 – Informal Resolution

Staff should make verbal complaints in the first instance to their Team Leader, Supervisor or Home Manager or they can request an internal Staff Complaint & Whistle Blowing form from their Manager. (If the complaint concerns the Home's Manager, they may contact their Manager's supervisor (Ani Kukadia) who will try to deal with the concerns).

In most instances staff will be asked to put their complaint / concern in writing by completing a Staff Complaint & Whistle Blowing form. Records of these complaints are kept separately from other complaints by the Manager in order to protect confidentiality.

Stage 2– Review Panel

If your complaint remains unresolved you may request for it to go before a panel of senior members of the company, not previously involved. All previous representatives may contribute to the panel if they wish. You will receive a response within 28 days.

Stage 3- Taking Things Further

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If you are unsatisfied with this outcome, you can contact Suffolk Social Services at Rope walk.

Local Authority Complaints

Stage 1 – Complaint

Complaints from a local authority should be delivered to the Manager of the home who will acknowledge receipt of the complaint within seven days.

Stage 2 – Investigation

There will be an investigation into the cause for complaint by senior staff, and a response on their findings will be sent within 28 days.

Stage 3 – Taking things further

If the local authority concerned remains unhappy with the findings, they may register Their complaint with Suffolk Social Services Complaints Department, or make contact with the Ofsted.

The local authority Complaints Officer is at:

Complaints Officer
St Paul House
Rope Walk
Ipswich
IP4 1LH

Tel: 01473 583405

Complaints from a Parent/Guardian

Stage 1 - Complaint

The Parent/Guardian holds the right to have the complaint considered on an informal basis. If the complainant is not satisfied with the informal approach the complaint needs to put in writing to the Manager of the home

Complaints from a Parent/guardian should be delivered to the Manager of the Home who will acknowledge receipt of the complaint within seven days.

Stage 2 – Investigation

The complainant has the right to have the complaint considered in one of two ways. They will be advised of the procedures on receipt of the complaint

- 1) There will be an investigation into the cause for complaint by senior staff, and a response on their findings will be sent within 28 days.

- 2) The complaint will be heard by a panel of 3 people. Two of the panel will be senior members of staff at the school who have not been directly involved in the matters detailed in the complaint and the third will be an appointed person independent of the management and running of the school.
The panel will be convened within 14 days of the formal acknowledgement of the complaint.
Parents/Guardians are allowed to attend the panel hearing and be accompanied if they wish.
The panel will have the power to make findings and recommendations and will ensure that all relevant parties are informed of these within seven days of the hearing by electronic mail or given to the complainant and where relevant, to the person complained about and available for inspection on the school's premises for inspection by the proprietor and headteacher.

Stage 3 – Taking things further

If the Parent/Guardian remains unhappy with the findings, they may register Their complaint with Suffolk Social Services Complaints Department, or make contact with the Ofsted.

Complaints from a Neighbour or other External Person

Stage 1 – Complaint

Complaints from a Neighbour or other external person should be directed in the first instance to the Home Manager and the Director should also be made aware of the complaint. Where the complaint by a neighbour or other external person is about a Manager or Deputy Manager of the home, these should be addressed directly to the Director, Ani Kukadia on 07930385497.

Stage 2 – Investigation

There will be an investigation into the cause for complaint by senior staff, and a response on their findings will be sent within 28 days.

Stage 3 – Taking things further

If the complainant concerned remains unhappy with the findings, they may register their complaint with Suffolk Social Services Complaints Department as above, or make contact with the Ofsted on 08456 40 40 40.

YOUNG PERSON’S COMPLAINTS PROCEDURE

YOUR RIGHTS

- 1 To be listened to and heard
- 2 To be educated
- 3 To see a Social Worker
- 4 To privacy
- 5 To send and receive mail
- 6 To feel safe
- 7 To keep contact with your family and friends
- 8 To have a say in your future
- 9 To have reasonable choices in food and clothing
- 10 To pocket money
- 11 To have clothing allowance
- 12 To see what is written about you

If you have a problem at Liberty Lodge, you can talk to:

- 1 Your keyworker
- 2 A member of staff you find easy to talk to
- 3 Your family
- 4 Your Social Worker or Guardian Ad Litem
- 5 Liberty Lodge's Independent Person –

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6 Any of the telephone helplines

If your problem is not sorted out satisfactorily, you can make a complaint

Step 1.

Either you or a staff member should write your complaint down. You should sign the bottom of the complaint to say that what has been written is correct. We will arrange a meeting to talk and try to sort things out. We will try to reach a satisfactory conclusion. Your complaint and the outcome will be recorded in the house's 'informal complaints log'. You will be given a letter from the Manager Jo Parkinson detailing the outcome of your complaint and informing you what you should do if you are not satisfied with the outcome.

If you are not satisfied

Step 2.

Make it clear that you are not satisfied and ask for it to be made a 'formal' complaint. Jo will speak with you and anyone else involved about the issues. You will receive a letter within 28 days from Jo about the decision. Your Social Worker will also be informed of the complaint and the outcome. You will be asked if you are satisfied. Your complaint and the outcome will be recorded in the house's 'Formal complaints log'.

If you still disagree

A review panel will be set up using people who have not been involved before. You may have someone you trust with you at the meeting. You will be informed in writing within 28 days of the outcome.

Taking it further -

If you are still unhappy you can contact any of the following:

Ofsted

National Business Unit
Royal Exchange
St Anne's Square
MANCHESTER
M2 7LA

08456 404040

Local Children's Rights Officers
Endeavour House
8 Russell Road
Ipswich
IP1 2BX

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01473 265974

Julia Kett – Email – Julia.kett@socserv.suffolkcc.gov.uk

Bridget Warren – Email – bridget.warren@socserv.suffolkcc.gov.uk

**Independent Advocate- Chris Martin-65 St Matthews Street
Ipswich Suffolk
IP1 3EW**

Tel 01473 213140

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BULLYING

Bullying is defined as an interaction in which a dominant individual or group intentionally causes distress to a less dominant individual or group.

Bullying can take many forms but the main types are:

- **Physical-** hitting, kicking, pushing, punching, barging, taking belongings
- **Verbal-** name-calling, insulting, racist remarks, gender, age, disability, or any other form of social or physical differences
- **Indirect-** spreading hurtful stories, excluding from social groups
- **Emotional/psychological-** tormenting, humiliation, threatening ridicule, pressure to conform.

A key feature of bullying is the unequal nature of the interaction. The bully is stronger either physically, socially, or both and will always win. The victim is weaker and will always lose.

At Liberty Lodge a strong emphasis is placed on protecting vulnerable young people from the harmful effects of bullying both within and outside the home.

It is important to be aware that bullying may also take place between young people and adults and on occasion between adults.

Onlookers who ignore bullying will be seen as condoning it.

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The harm done by bullying:

Bullying in its severest forms can have a devastating effect on those who suffer it. It can make their lives a misery by making them believe they are somewhat less of a person than their peers. They will tend to lose confidence and as a result every aspect of their life will suffer. They may become depressed and ill, and in extreme cases may seek to take their own lives. Bullying may also act as a trigger for other issues such as truancy, hygiene problems and self-harm.

Bullying also affects those who witness it or experience the pressure to join in.

The bully also needs supporting in these situation, and while it is important to be firm in relation to the bullying behaviour, one must also try to sensitively understand and explore the bully's motivations for their actions. For example often children act out in this way as a means to gain some form of control over their environment, or an antecedent to prevent themselves from being bullied.

The seriousness of the bullying depends on a number of factors including:

- How much hurt was intended
- How often it happened
- For how long it occurred
- What the effect was on the victim
- How threatening the bully was
- How personal it was
- How many were involved
- The ability of the bully to understand the impact
- Was it provoked or unprovoked
- Was it planned
- Was the person trapped
- The perceived status of the bully
- The reaction of the onlookers

Bullies tend to rationalise their own behaviour and to justify their treatment of the victim. A victim may, in turn, end up believing that they deserved to be bullied and can, as a result become a 'provocative victim'. The life history and psychopathology of a young person will influence whether a young person will seek to dominate others or whether he will seek victim status. It is important that members of staff develop an understanding of the processes involved. A victim may in turn seek to bully the more vulnerable, in order to gain some form of control.

Measures to prevent bullying:

1. Know the signs that indicate bullying (see Effects of Bullying below)
2. Setting the right ethos by giving explicit and consistent messages that bullying is unacceptable and making sure that positive role modelling is inherent in good practice.
3. Creating systems for early identification of vulnerable people.
4. Making sure the issue is a relevant part of the care plan.
5. Ensuring there are opportunities for young people to express their concerns either publicly (via young persons meeting) or confidentially.
6. Discussing the consequences of bullying for both victim and bully with the young people.
7. Identifying the areas and times where bullying is most likely to take place (e.g. hand over times) and ensuring that staff are aware of these and that effective supervision is maintained.
8. Ensuring all staff receive training in awareness of, and effective strategies to counter bullying.

Effects of bullying:

Physical bullying can be terrifying and dangerous for a person. Verbal bullying can also be devastating to the victim, causing distress and lack of self-esteem well into adulthood.

In order to make early interventions in incidents of bullying it is important to be able to recognise signs that may indicate that bullying is taking place.

The following symptoms are given as examples of the effects of bullying upon a young person. It is not intended to be an exhaustive guide and further reading on the subject is recommended.

The signs may not in themselves indicate that bullying is taking place but sudden changes in behaviour are indicative of stress.

Withdrawal	The victim may appear quiet and sullen, refusing to join group activities or school. Avoiding friends and others. Refusing to say what is wrong. Loss of confidence.
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Over Sensitivity	The victim becomes easily startled, irritable or aggressive. Has an exaggerated sense of unfairness.
Aggression	Held in, anger and frustration is acted out in interactions with peers and adults.
Loss of concentration and motivation	When in a state of anxiety or fear the victim is unable to concentrate in school or other activities in anticipation of further episodes of bullying.
Missing possessions	Sometimes a victim attempts to appease the bully by giving money or possessions. Implausible reasons for the loss of personal items are often given.
Stealing	A victim may resort to stealing goods or money to satisfy a bully's demands. Stealing may also be an external expression of the distress a victim feels.
Injuries	A victim of bullying often tries to explain away bruises, burns or other signs of abuse.
Low self-esteem	A victim may become painfully conscious of their given weaknesses, disability or appearance.
Disturbed sleep	Night time holds special difficulties for a victim. They may show anxieties and fears, become disruptive at bedtimes, sleep poorly, have nightmares and suffer from fatigue.
The victim becomes a bully	This may occur as the victim attempts to re-establish their damaged self-esteem.
Regression	A frightened person may revert to earlier patterns of behaviour, becoming clinging and dependent and displaying symptoms of anxiety.
Depression	Symptoms of depression or threats of suicide. These are the most serious outcomes of the internal struggle to be rid of intolerable fears.

Difficulties in reporting bullying

There are a variety of reasons why bullying may go unreported, such as:

- Fear of reprisal from the bully
- Not wanting to be seen to tell tales or 'grass'
- Shame at not being able to deal with it
- Not wanting to worry parents/carers
- Fear of losing friends or of being isolated

Key principles in addressing bullying

- Search for solutions- not problems
- Allocate responsibility- not blame
- Look forward- not backward
- Focus on changing behaviour
- Examine relationship processes- not incidents
- Resolve the problem- not establish guilt

Action to be taken

- Any incident or allegation of bullying is to be treated seriously and promptly.
- Record the incident, (via incident report and bullying book) investigation and outcome thoroughly and carefully.
- Report incidents to Manager or Deputy Manager, who will ensure that parents, social workers and other relevant agencies are kept informed of the situation.
- Inform other staff.
- Support the victim especially in strategies to avoid further bullying.
- Ensure that the bully receives support and guidance.
- Encourage and take an active role in discussion of bullying with staff and young people with a view to agreeing strategies for discouraging bullying.

Changing bullying behaviour

Make the people who bully accountable for their actions, support the victim and bully.

Make people aware of the consequences of bullying both for the bully and the victim of bullying.

Help people to communicate more effectively in conflict situations.

Help people to develop the strategies required to deal with potentially difficult situations.

Devise individual and group activities to alleviate bullying becoming a consequence of boredom.

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Reviewing and developing policy and procedures

This policy is not definitive and will require constant re-evaluation with input from all members of staff and young people. All staff have a responsibility to check and analyse the levels of bullying relationships and incidents involving the young people to whom they are key workers. This may necessitate regular reviews of this document to ensure that all staff are applying a consistent approach to reduce and respond to bullying effectively.



HEALTH AND SAFETY POLICY

Statement of policy as required under the Health and Safety at Work Act 1974:

The organisation recognises and accepts responsibility for providing, so far as is reasonably possible, a safe and healthy working environment for all its employees and residents.

It also extends this responsibility to include volunteers and visitors.

All employees are reminded that section 7 of the Health and Safety at Work Act 1974 states that:

“It shall be the duty of every employee at work to take reasonable care for the health and safety of himself and other persons who may be affected by his acts or omissions at work; and as regards any duty or requirement imposed on his employer or by any other person by or under any relevant statutory provision, to co-operate with him so far as is necessary to enable that duty to be performed or complied with. It will be observed that there is now a general duty to be performed or complied with. It will be observed that there is now a general duty imposed on employees while at work to take care for the safety and health of themselves, their fellow workers and general public, and further, to co-operate with their employer in ensuring that safety measures and policies are observed and enforced.”

The organisation will take all steps that are reasonably practicable to meet this responsibility, paying particular attention to:

- a) The provision and maintenance of vehicles, plant equipment, and the building.
- b) Arrangements for the use, handling, storage and transport of articles and substances.
- c) The provision of information, instruction, supervision and training to enable all young people and employees to recognise hazards and contribute positively to the safety and health at work of themselves and others.
- d) Provisions of a healthy working environment.
- e) Provision and maintenance of safe means of transport for young people and staff.

Health and Safety Guidance and Health and safety Procedures are held in separate files in the main office.

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Fire precautions

Liberty Lodge has a designated fire officer. Their role is to ensure all staff and young people have been properly informed and are aware of the evacuation process, hold regular evacuation drills (these will take place every 2/3 months), regularly review and amend any shortfalls in this provision and responsible for maintaining all equipment is in proper working order. This will include smoke detectors to be checked on a weekly basis and fire fighting equipment this is checked monthly. A log is kept of all checks and fire drills.

All employees and young people should be aware of the evacuation process. The fire officer will take all new staff and young people through the procedure and the fire book is signed and dated as evidence that this has been done. This will be verbally explained to visitors.

All staff will undertake Fire Marshall Training as part of their induction.

It is the responsibility of all employees to ensure they are familiar and have been inducted with the fire drill protocol and to seek guidance from the fire officer if they are not aware of the fire drill procedure and report any problems with fire fighting equipment.

In the event of an emergency the exit is via either door situated in the house (one at the front and one at the back); the assembly point being the Driveway opposite the home.

Fire drills and testing of fire safety equipment take place on a regular basis, and is then recorded in the fire safety logbook located in the office.

Fire extinguishers are to be checked annually and refilled immediately if used.

Emergency drill - On discovering a fire:

1. Raise the alarm
2. Evacuate the building according to procedure
3. Call the emergency services necessary
4. Do not attempt to tackle the fire unless you can safely do so and have the appropriate equipment.

Evacuation procedure

1. Should it become necessary to evacuate the building, close all doors and windows if it is safe to do so.
2. Leave the building at walking pace through nearest safe exit
3. Gather at the designated assembly point
4. Team leader will take roll call
5. Keep orderly silence, listen out and comply with instruction from the team leader
6. Do not disperse unless instructed to do so
7. Having called the emergency services, inform the on call manager

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Location of fire fighting equipment

Entrance Hall – Foam spray & carbon dioxide

Kitchen – Carbon dioxide and fire blanket

Sleep-in room - Carbon dioxide

Upstairs Landing (main Bathroom) – Foam spray & carbon dioxide

Classroom 1 – Foam spray & carbon dioxide

Boiler Room – Powder

Classroom 2 – Carbon Dioxide

Accidents and ill-health

It is the intention of the organisation that every employee should be trained in First Aid (one day course) and hold an up to date certificate. Some staff will also undertake the full four day training course. Staff will undertake training in Administration, Management and Storage of Medication as part of their induction and whenever possible all steps will be made to ensure only trained staff will carry out first aid and administer medicines. However in exceptional circumstances where this may not be possible, an employee awaiting their first aid training may carry out basic first aid and administer medicine under guidance and supervision of a certificate holder.

The first aid kit is located in the medication room and in the staff office.

Liberty Lodge has a designated medications officer. They are responsible for checking the stock of medicines and first aid, reviewing accident and medical book to see if any trends are occurring, disposal of medication, recording, reporting and investigating accidents (with management) and inducting staff on correct procedure regarding administering and recording first aid and medicines.

Reporting Accidents

All accidents must be reported in the statutory 'Accident Report Book' located in the medicine cupboard in the medication Room. Once filled out, the section is detached and filed in the appropriate section in the meds folder, which is then stored in the locked cupboard in the Medications Room to maintain confidentiality. This book is a useful tool in ensuring relevant details are included in the report. Any further information regarding the circumstances and treatment should be included in the message book and young people's daily diaries.

If a young person needs to be taken to hospital, a member of staff should accompany them and remain with them until they are discharged or the member of staff is relieved. The Social Worker/parents/EDT and significant others should be informed as soon as possible.

If a member of staff involved in an accident is unable to fill in the accident book, another member of staff should do this for them.

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Food Hygiene

All staff at Liberty Lodge receive basic food hygiene training. The correct food preparation boards will be available for use and a notice will be displayed in the kitchen to show which board should be used for each particular food group. The fridges and freezers will carry notices on the doors to show the designation of shelves/drawers for particular food groups. All refrigerated foodstuffs that have been opened will be then wrapped in cling film and date labelled. It will be the responsibility of the night wake staff to ensure that proper stock rotation happens and that all food stuff is consistently checked for its 'use by' date and any foods beyond this date is disposed of properly.

HIV/AIDS and Hepatitis B protection

All staff are expected to follow basic hygiene procedures, especially in relation to blood and body fluids. Young people should be taught to follow correct procedures.

If the necessary equipment is not readily available e.g. rubber gloves, please report this immediately.

The organisation recommends that all staff see their own GP in relation to having the Hepatitis B inoculation. Liberty Lodge will help cover the cost of this.

Hepatitis B control guidelines

1. Personal hygiene:
 - 1 Tooth brushes and any implements that may get contaminated with blood are not to be shared
 - 2 Minor cuts, open or weeping wounds should be covered with waterproof or other suitable dressings.
 - 3 Staff must use surgical gloves when treating cuts, open or weeping wounds
2. Accidents involving external bleeding:
 - 2 Normal first aid procedures must be followed including the use of protective gloves
 - 3 Wash the wound copiously with water if applicable. Apply a suitable dressing or pressure pad as necessary
 - 4 For serious injury seek medical advice as soon as possible
 - 5 Clean contaminated areas/surfaces liberally with diluted bleach (1:10 of water). Keep solution away from direct skin contact
 - 6 Complete accident report in usual manner

3. General Hygiene:

- 1 No special disinfectants are necessary for normal cleaning. Use disposable cloths. Use separate cloths for kitchen, bathroom and toilet.
- 2 Blood and vomit spillages should be cleaned up as quickly as possible using a diluted bleach solution (1:10 water). Gloves should be worn and a disposable cloth used to clear up the mess. If possible the bleach solutions should be left for 30 minutes. Gloves and disposable cloth should be discarded in a separate bag as infected waste.
- 3 Clothes and linens that are stained with body fluids should be washed in the machine at a temperature of 95 degrees for at least 10 minutes. Crockery and cutlery can be cleaned in the usual way.

4. Staff precautions

- 1 Staff administering first aid or medicines to others should ensure that any of their own cuts or abrasions are covered with waterproof or other suitable dressings.

5. Waste disposal

- 2 Urine and faeces should be eliminated or disposed of down the toilet.
- 3 Infected waste e.g. Gloves and disposable cloths should be 'double bagged' and placed in the outside bin
- 4 Wash hands thoroughly after work is completed

Health and Safety

Liberty Lodge has a designated health and safety officer and it is their responsibility to carry out health and safety inspections in and around the house. This will include general electrical appliances, plugs and sockets, locks and windows, lights and switches. These checks will be carried out at least once every 2 months. The health and safety officer will also carry out weekly checks on emergency lighting, self-contained units and torches and fire exits. All checks are recorded in the health and safety file located on the shelf in the office. The file will be reviewed regularly to ensure that any problems reported have been fixed and to chase up any outstanding entries. Jobs are to be signed off by the health and safety officer once completed. It is the responsibility of all employees to report any health and safety issues they become aware of to the health and safety officer immediately.

An outside contractor will test electrical appliances.

It is the responsibility of the management team of Liberty Lodge to ensure that all staff are provided with adequate training regarding their roles and responsibilities. Every reasonable step will be made to facilitate any necessary training.

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Admissions and Reception Policy/ Procedures

NMS- Standard/s- 1, 2, 11, 25. Underpinning Legislation, The Children's Homes Regulations 2001, amended 1st April 2011, Regulation/s- 11, . The Children Act 1989. Care Planning, Placement and Case Review Regulations (2010).

The admission of a young person whether planned or not will be well thought out by the Management team. Consideration will be placed on the other young people resident at the time, and how such a placement may affect them. Consideration should also be given to the safety of staff and members of the public. (The Children's Act 1989 Regulation 11 sections 22,61 and 64)

Whether or not we feel that we can meet the needs of the young person and keep them safe is also paramount.

Admissions Procedures

- 1 A referral is made usually by a placing authority by telephone/fax. These referrals will normally go straight to the manager, but if received by staff at Liberty Lodge they should be referred to the manager or the on call manager (outside of normal working hours).
- 2 An initial referral form will be filled in on the basis of the information received, usually by the Manager.
- 3 Various pieces of information will be sought, such as LAC papers, history, previous reports etc. This information will enable a considered opinion to be made on the suitability of a placement.
- 4 The placing authority is requested to complete a Liberty Lodge Risk Assessment if they have not provided their own. The Manager in consultation team leaders, should also complete a Risk Assessment looking at any possible risks to the young person being referred, young people already living at the home, staff and members of the public. An assessment will then be made as to whether or not Liberty Lodge could be an appropriate placement for the child.
- 5 The Manger and another member of staff will visit the child where they are currently living, if it is still considered to be an appropriate placement-
- 6 The Social Worker and the Young Person will then be invited to visit the home. Following the completion of above mentioned paperwork and after much management consultation a decision will be reached on the suitability of

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placement.

Reception Procedure

- 1 The young person will usually be brought to the home by their Social Worker. In some instances staff from the previous placement, or indeed staff from Liberty Lodge may accompany or facilitate this. Best practice would suggest that the needs and requests of the individual involved should, whenever possible and practical be taken into account.
- 2 Upon arrival the young person will be shown to his/her room and be introduced to staff and peers. The needs and feelings of the individual must be respected and taken into account as often these moves are traumatic experiences for young people and meeting too many people too quickly may add to their anxieties and fears. Some time will be set-aside for the young person to get to know his/her key worker(s).
- 3 Young people should be given a key to their room and shown around the house, so that they can locate bathrooms etc without embarrassment.
- 4 Young people and the people accompanying them should be offered a drink and dependant on the length of their journey and the time of the next meal, something to eat.
- 5 All relevant paperwork will be completed by the social worker and Home Manager.
- 6 The young person will be helped (usually by a key worker) to unpack their belongings. All belongings must be recorded on the appropriate form, which will then be filed in the office. Any banned items found within possessions at this time (smoking materials, mobile phones, aerosols, weapons or age inappropriate DVD's, videos, games etc) should be removed for safe storage or returned to the social worker. The reasons for this should be carefully and sensitively explained to the young person. Aerosols should be replaced with non aerosol based products as soon as possible and at the home's expense. All other items removed should be recorded and stored in the staff office.
- 7 Staff will make the young person feels comfortable and welcome without overwhelming them.
- 8 The young person will be given a Welcome pack, which includes all relevant information about Liberty Lodge, the rules, structure, rewards and complaints procedure. A key worker will generally spend time going through this information with the young person to ensure they understand and can have any queries or questions answered. They will also be encouraged to complete the Welcome to Liberty Lodge questionnaire as this will ensure their likes and dislikes and preferences on a number of subjects are quickly learned and acted upon by staff.



Child Protection - Safeguarding Children

NMS- Standard/s- 4 . Underpinning Legislation, The Children's Homes Regulations 2001, amended 1st April 2011, Regulation/s- 16, 30, Schedule 5.

Abuse

Many young people in care come from a background of abuse, and despite being placed at safety within Liberty Lodge there remains the possibility of further abuse from other young people, staff or members of the community. Children have the right to be protected from any form of abuse, physical injury, and sexual or emotional abuse or neglect.

Staff have a duty of care to help to protect young people from abuse. Below illustrates step by step what staff should do in such an event.

Dealing with Disclosures

- 1 **Listen** to what the person who is alleging abuse has to say; it is important to keep an open mind.
- 2 **Advise** the person alleging abuse of the procedures that will be followed.
- 3 **Inform** the young person that it cannot remain confidential, explain who will be told and why.
- 4 **Refrain** from asking leading or direct questions, this may prejudice evidence for use in court.
- 5 **Record** in detail the alleged abuse, stating exactly what the young person has said. If possible ask the young person to read the statement and sign it if it is correct. Be precise and factual, if applicable record any physical injuries, marks etc.
- 6 **Report** any allegations/suspicions of abuse to the Manager or Deputy Manager, who will decide the seriousness and appropriateness of making a formal referral.

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Remember speed is essential; any delays could have further consequences for the young person/people involved.

Training

All staff at Liberty Lodge will be given training in Safeguarding Children and child protection issues, better enabling staff to recognise the symptoms of abuse, to understand behaviour of the abused, and to feel confident in knowing what procedures to adopt in event of alleged abuse. Records of staff training will be kept within the Home.

A copy of the local area Child Protection Committee (ACPC) procedures is kept in the home.

When Abuse is Suspected

- 1** Discuss the concerns with the Manager, who is the designated person for Child Protection at Liberty Lodge or the Deputy Manager, who deputises in the managers' absence who will decide the appropriate course of action e.g. taking the young person to Accident and Emergency, or merely making a record of the circumstances around the suspected abuse. The Manager/Deputy Manager will also contact all relevant parties- Social Worker, Parents/Guardian.
- 2** After an initial internal consultation the Manager/Deputy Manager may consider that there is sufficient concern about the possibility of child abuse to warrant a formal investigation, thus contacting the Child Protection Team, and possibly the Police.

Abuse Allegedly Carried out by another Child at the House

- 1** The child protection procedures described should be followed in respect of both the victim and alleged abuser.
- 2** Support will be available to staff to enable personal thoughts and feelings to be explored.
- 3** On making such a referral a child protection conference in respect of the alleged abuser will address current knowledge of his present circumstances, the offences committed, the level of understanding he has of the offence, and needs for further work.

Categories of Abuse

Sexual abuse-

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities such as involving children in looking at, or in the production of pornographic material or child sexual abuse images, or watching sexual activities, or encouraging children to behave in sexually inappropriate ways. A child should also be considered to have been the victim of sexual abuse if they have been groomed or engaged in inappropriate sexual activity or conversation over the internet, chat room or mobile phone.

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Physical abuse-

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocation or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Emotional/Psychological abuse-

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe or persistent adverse effects on the child's emotional development. It may involve conveying to children they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interaction that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another for example, children living at home where there is domestic abuse. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it might occur alone.

Neglect/risk of harm-

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-givers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to a child's basic emotional needs.

Indicators of child-child abuse

- 1 Is there a power relationship going on between the two of them.
- 2 Is there evidence of aggression, coercion or bribery.
- 3 Have there been attempts to secure secrecy by any of the individuals involved.
- 4 Is a young person remaining close to adults when ever possible.
- 5 Not being forthcoming when asked about damaged possessions.
- 6 Presenting as withdrawn, distant.
- 7 Appearing unhappy, frightened or distant
- 8 **Abuse by Staff**

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The possibility of abusive practice is recognized by Liberty Lodge. In order to counteract this, staff are encouraged to analyse their own relationships with young people, and those of their colleagues. This can be done via staff meetings, key working meetings or supervision. Exclusive and collusive relationships are to be challenged.

If young people or staff have any concerns they should report them immediately to the Manager or Deputy Manager. Should young people prefer to register their complaint outside of Liberty Lodge they have numbers for Child Line and Independent Visitor available to them.

If the young people or staff have any concerns of abusive practice by a Manager or Deputy Manager, these should be reported to the Reg. 33 Visitor, Independent Visitor or the Company Director, Ani Kukadia.

Should Staff prefer to register their complaint outside of Liberty Lodge they can contact (reg 33) visitor.

Staff against whom serious allegations have been made will be suspended while the investigation takes place. He/She will have access to professional support, and will be kept informed as the investigation progresses.

CHILD PROTECTION NUMBERS

Social Care Customer First
(Office hours-call centre)

08456 023023

Ani Kukadia - Director
07930385497

Walter Blacker – Reg 33 Visitor
07956 826892

Childline
0800 11 11



BEHAVIOUR MANAGEMENT POLICY

The main function of the work that we do is to teach our young people the acceptable ways of behaving to enable them to take their place within the wider community. They learn this through positive role modelling, good parenting, parent/teacher relations, and the consequences of their actions.

Relationships:

Our relationships with the young people are the single most influential factor in managing behaviour. If the young people invest in staff and feel cared for and liked, this will act as a huge motivator for appropriate behaviour. Without a significant and positive relationship it is very difficult to manage the behaviour of the young people. Therefore staff should always attempt to develop a positive working relationship with young people.

Key Working Sessions:

Key working sessions should be used effectively to address any problem areas or shortcomings that the young person is currently facing as well as acknowledgment and praise for achievements and positive behaviours. These sessions should be structured and used to help, guide, support and to set targets. Each young person has a key team of three adults to look after their interests. Each young person has a Key Work file which contains information of any ongoing work or issues.

Cognitive Behavioural Methods:

After all major incidents young people are required to work with a staff member on an ABC chart (Anti-cedents, Behaviour and Consequences). This gives the young person an opportunity to think about their behaviour and reflect on their actions. It also encourages thought in recognising feelings and different ways of handling situations, thus resulting in different and preferable outcomes and consequences. This has proved to be a valuable way for young people to think about their feelings and behaviour, and the many possible different outcomes available to them.

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Promoting Positive Behaviour

It is the philosophy of Liberty Lodge that promoting positive behaviour is more productive in behaviour management than challenging poor behaviour. To this end the use of praise; positive feedback to young people; incentive and reward schemes are all integral to promoting positive behaviour.

Control:

Under current guidelines and in accordance with our own philosophy the following forms of control **are forbidden:**

- Corporal punishment – which means the intentional use of physical force. Recognised holding and restraint methods are generally acceptable.
- Enforced wearing of distinctive clothing – unless it is a club uniform eg. Cadets.
- Isolation by lock up.
- Prevention of contact at any reasonable time with Social Worker, family, or representatives, including helplines.
- Invasive body search.
- Deprivation of food, drink or sleep.
- Withholding medical treatment/medication.
- Any financial penalty other than a requirement for the payment of a reasonable sum (which may be in instalments) by way of reparation.
- Any sanction in relation to one individual impinging upon the innocent members of the child group.

The following forms of control **are allowed:**

- Actions under the instruction of a registered medical practitioner or registered dentist, which is necessary for the health of a child.
- Action immediately necessary to prevent personal injury or serious damage to property.
- The wearing of distinctive clothing for sporting or affiliated club membership activities

Permissible forms of control/Sanction

Court Fines

Court fines should be deducted from pocket money at the rate set by the court. If young people are paying 50% of their pocket money on court fines, an alternative to in-house financial sanctions will be found.

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Sanctions (this should be read along with the Sanctions Policy)

Young people generally have a good sense of fairness and will reject any sanctions that they perceive as unjust and only accept those they believe to be fair. Therefore sanctions must be fully explained and justified as soon as they are set. They must be reasonable to the offence and discussed with the young person. The use of 'consequences' rather than 'sanctions' enables young people to develop their cognitive abilities and offers the opportunity to make reparation. This limits the young person's feelings of being 'punished', an experience many will be used to.. Deduction of pocket money for the reparation of theft or damage must not be more than 50% of the weekly amount. The young person must have at least 50% of their pocket money to spend each week

The Manager of the home will regularly check the sanction book and analyse information to ensure fairness and effectiveness of sanctions being imposed.

The occasional withholding of treats or missing an outing is permitted but the child must not feel victimised. Sanctions should not be overlong as resentment may set in and the object of the exercise may be defeated.

Time Out

Having time out can be a useful way of diffusing tension within the group. Time out should be taken in the young persons own bedroom or another quiet space away from the group.

The young person should be given the option of having a member of staff accompany them, to enable them to talk or be involved in some useful distracting activity, chess, cards, room tidying etc.

Working with Children from Ethnic Minorities

Young people from different cultural backgrounds may not understand our rules and philosophy. They need to have all of the information fully explained to them. Interpreters will be accessed where language may be a barrier.

Liaison with The Refugee Council and other agencies will be an assigned duty for one member of staff who will be expected to educate the rest of the team on sensitive cultural issues.

Guidelines for safe Holding and Restraint (must be read along with Care and Control Policy)

All staff will be trained by qualified trainers in recognised safe 'Holding and Restraint' techniques (Team Teach) within the first three months of joining the team.

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Preventing Incidents

Prevention of an incident escalating into a 'Holding' situation will be our priority and de-escalation techniques are a major part of the Team Teach training.

Any acting out by a young person should be converted into communication in the first instance. Active listening and non-confrontational conversation will be maintained, allowing the young person a dignified way out of the situation.

Physical intervention should always be the last resort

Physical Intervention

It may be appropriate at times to use physical intervention. There are only 5 occasions when physical intervention may be used

1. Danger to self.
2. Danger to others.
3. Property damage.
4. If the young person is about to commit a crime.
5. If the young person is behaving in a way that is prejudicing the maintenance of good order and discipline at the school or among any young people receiving education at the school, whether during a teaching lesson or otherwise.

Whenever possible the young person should be warned clearly that they are at risk of being 'held' if they continue with their actions. If a child is unable to control their actions by themselves it is the responsibility of the adults to do this for them to keep everyone safe. Anyone not trained in safe holding must not attempt a restraint unless the situation becomes life threatening. In this instance the paramount importance is to get themselves and others away from the danger.

Minimum force and maximum care must be used at all times.

Safe Practice

A mental risk assessment of the area and the occupants should be made before attempting physical intervention. Staff should have back-up whenever possible.

Young people who are out of control in a holding situation may still be able to kick, bite, and head-butt. Staff must protect themselves and others from injury. Breaking away from the situation may be done as soon as it is safe to do so.

When the situation is resolved the young person should be asked if they wish to see a doctor or make a complaint. They should be asked for permission to see any marks upon their body as a result of the restraint. Refreshment and freshening up should be offered after the incident.

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A debrief concerning all involved should occur as soon as possible afterwards.

Reporting / Recording Incidents

An incident report must be written up and reported to the manager within twenty-four hours (unless it is a significant event when the Duty Team must be informed immediately).

The incident report should be as detailed as possible covering all sections of the form, including a description of the restraint used, the persons initiating the restraint, other staff involved, and events leading up to the incident. Copies of the form will be forwarded to the Social Worker (and Ofsted in the case of Regulation 30 notifications), one kept in the young persons file, and one kept for our own records.

There are separate incident forms for recording incidents that involve physical intervention and those that do not.

There are two books for recording incidents, one for incidents involving physical intervention and another for all other incidents. Information that should be recorded in both books includes;

- 1 Name of young person
- 2 Date
- 3 Time of incident
- 4 Where incident occurred
- 5 Staff involved
- 6 The incident number
- 7 Staff signature

Incidents of physical intervention should also include the following information:

- 1 Reason for the intervention
- 2 Type of restraints used
- 3 Duration of the restraint

The manager of the home will be responsible for monitoring all information pertaining to incidents and taking any relevant necessary actions.

Monitoring

The Manager of the home is required by Ofsted to monitor the use of physical intervention and sanctions. These monitoring checks are carried out monthly and records include, what was checked, any issues detected, actions required and timescales for said actions.

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CONTROL AND RESTRICTIVE PHYSICAL INTERVENTION

NMS- Standard/s- 3 . Underpinning Legislation, The Children’s Homes Regulations 2001, amended 1st April 2011, Regulation/s- 17.

Control is an important element of the work at Liberty Lodge. Appropriate structure to group functioning ensures that individual and group objectives can be met. An important element of control is the quality of the relationship which exists between the adults and the young people at Liberty Lodge. Adults should have a readiness to listen to young people and empathise with them, respect their feelings and take their wishes into consideration. They should have the capacity to accept the young people for what they are, and to challenge their behaviour when necessary.

Adults should be confident about intervening to manage behaviours such as

- dangerous behaviour
- racial comments
- damage to property
- physical aggression
- debilitating anxiety
- negativism towards self

- scape-goating
- bullying
- causing tension
- spreading gossip
- chronic disobedience

- gender invective
- religious intolerance
- loss of self control
- intimidating behaviour

The type of adult interaction with the young people is crucial to limiting the frequency,

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duration and intensity of challenging behaviours and to promoting emotional growth in the young people. It is imperative that young people should not be humiliated or isolated, not feel rejected in attempts by adults to control their behaviour.

Whenever possible the co-operation of the young people will be enlisted in deciding on appropriate responses to their behaviour. It is recognised, however, that this is not always possible and adults at Liberty Lodge have a duty of care in ensuring that young people with a high level of personal stress, a dangerous lack of self control, and a strong desire to challenge and threaten are diverted from harming themselves, others, and seriously damaging property or are protected from the likelihood of so doing.

It is each adult's responsibility to make an assessment of the particular circumstances. They will need to decide if control is appropriate and, if it is, at what level. It is not considered appropriate at Liberty Lodge to adopt a blanket approach to the use of controls exercised by adults simply because the young people have severe emotional and behavioural difficulties. Adults will need to take the following into consideration.

- The behaviour of the young person
- The known intention of the young person
- His/her known wishes, feelings and emotional state
- The young person's personal history
- The influence of other young people, family and friends
- Any future events that may be causing anxiety
- Knowledge of the young person
- The time of day
- The antecedents to the situation
- Children's Rights and relevant legal frameworks - ie Children Act 1989 and 2004
- Section 93 of the Education and Inspections Act 2006
- The possible consequences of the young person's behaviour
- Risk assessments completed on young person

In considering these factors, particular attention needs to be given to the age, understanding and maturity of the young person.

Any response to challenging behaviour at Liberty Lodge will have the aim of calming the young person sufficiently so that adults can return the control to the young person/people. A C.A.L.M. (Communication, Awareness, Listening and Making safe) approach will be adopted by adults at Liberty Lodge who will exhaust all possible behaviour management strategies before they physically intervene. Where and when there is time, physical intervention will be the last option for helping the young person regain control. This will be achieved within the ethos of developing and promoting positive behaviour.

The priority of the adult is to facilitate a solution to the behaviour without harming the relationship that exists with the young person. Whenever possible, the adult will utilise various techniques and strategies to de-escalate the situation and these will be exhausted before physical intervention is used. They should also be familiar with any strategies detailed in a young person's Care Plan.

These strategies will include:-

- planned ignoring
- signal interference
- proximity control
- success reminder
- help protocol
- negotiation

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- interest boosting
- tension reduction through humour
- hurdle help
- distraction
- antiseptic bouncing
- support through routine
- removing seductive objects
- contingent touch
- restructuring the programme/environment
- short-term 'time out'
- take up time

These strategies will be detailed in the young person's Support and Intervention Plan.

All responses by adults will be in accordance with guidelines issued by the Department of Health (Permissible Forms of Control in Children's Residential Care - DOH 4/93) All adults will be expected to familiarise themselves with "Taking Care, Taking Control" (DOH 11/96) and Guidance for Restrictive Physical Interventions (DH July 02). Responses will also be in accordance with guidance from Department for Children, Schools and Families (Nov 2007). All staff will receive annual update training on Care and Control and Restraint Techniques - from an accredited Team Teach Trainer. Copies of all relevant legislation are stored within the staff office.

RESTRICTIVE PHYSICAL INTERVENTION (RESTRAINT)

Physical intervention will only be used as a last resort when a young person has lost control and are at risk of causing personal injury to themselves, adults, other young people or are likely to cause serious damage to property. It will also be used as a last resort if the young person is about to commit a criminal offence or prejudicing the maintenance of good order and discipline at the school or among any young people receiving education at the school, whether during a teaching lesson or otherwise. In these circumstances adults may use physical intervention and will be expected to apply the safe techniques taught in Team Teach intervention.

These techniques include a range of single person holds, a range of gradual and graded escorting/guiding techniques and two person intervention and recovery techniques. Adults will ensure that every effort is made to secure the presence of a colleague before entering into any physical intervention. Any physical intervention should comply with good practice guidelines, that is the maximum amount of care with the minimum amount force.

The objectives of RESTRICTIVE PHYSICAL INTERVENTION are to reduce the excessive stimulation at a time of extreme crisis.

The goals are:-

- a) Short term - to assist the young person regain self control
- b) Long term - to teach the young person better ways of coping with difficult situations and uncomfortable painful feelings, maintaining the young person's self-esteem and developing the relationship between the young person and adult.

This latter goal is achieved through the use of a Life Space Interview that is a non-blaming, supportive interview which helps the young person understand what happened and why, and identifies possible coping skills for the future. This will take place as soon as possible after the incident.

Adults must be aware of any recommended physical interventions, which exist in a young person's Care Plan and follow those detailed therein.

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Senior management at Liberty Lodge expect all adults to familiarise themselves with these procedures and are committed to ensuring that all staff not only receive appropriate training but also receive the opportunity of a support interview on their next rostered working day.

The main guidelines relating to the use of physical intervention and restraint are as follows:-

- There will be clear evidence that if the young person is not physically held they would cause significant injury to themselves or others, or seriously damage property.
- Adults will be able to show that alternative strategies of intervention/de-escalation have previously been attempted. Whenever possible, the young person will receive a verbal warning that they will be physically held unless they stop whatever behaviour is causing the crisis to occur.
- Once the decision has been made by staff to physically intervene, they will act swiftly and decisively. However a gradual and graded approach will be used. This is identified in the Young Persons' Behaviour Support Plan and Placement Plan.
- The minimum amount of force with the maximum amount of caring is the underlying principle. It must not be undertaken as a punishment to the young person.

In the case, when a Young Person requires to be restrained for longer than 10 minutes, the adults involved must be replaced every 10 minutes.

- The hold will gradually be relaxed as soon as it is safe and the young person has begun to regain some self-control.

The hold will remain in place until such a time when the Young Person has demonstrated a sufficient level of self-control to be released.

- Wherever possible other colleagues must be present and other young people must be cleared from the vicinity in a calm, quiet manner.

In critical situations, where the "shield" or "front ground recovery techniques are used, a staff member must act as a "critical friend". This will ensure that the Health and Safety of both staff and Young Person involved are not at risk with the use of such restrictive holds. A risk assessment will have been completed to identify the need to use these methods. Placing authorities and parents/guardians will be informed of the use of these methods and the frequency of their use.

Where the "shield" or "front ground recovery" techniques are used, staff must operate an observation schedule to ensure there has been no after effects of the restraint. This is of particular importance regarding the Young Person's medical history and/or

conditions.

- The Shift leader must be notified as soon as is practicable and a full incident report must be written Including the build up to the crisis, details of other interventions attempted and the follow-up work with the young person as soon as possible after the incident.

There are no circumstances that allow adults to slap, kick, punch, pull hair, push, or bend back limbs/fingers against the joints in a controlling situation. Training in breakaway techniques will be given to all staff at Liberty Lodge which they can employ if they are being physically held in some way by a young person in an aggressive situation.

Adults will not be permitted to use any other method of physical intervention/restraint other than those taught in staff training programmes, all of which are endorsed by Team Teach.

The use of physical intervention/restraint will be monitored by the manager or designated persons to ensure that:-

- the need to use controls is minimised
- controls are used only in appropriate circumstances
- only the appropriate degree of intervention is used in particular situations

Records and analysis of the number of restraints, staff involved in restraints and duration of RESTRICTIVE PHYSICAL INTERVENTIONS over 20 minutes will be kept to ensure detection of any recurring patterns and thus improve good practice. The use of the "shield" and "front ground recovery" techniques will be closely monitored to ensure there is not excessive or inappropriate use of such restrictive holds.

In such situations where it is identified that the number of times these techniques are used on a Young Person and the duration of the restraint has not diminished, an emergency meeting will be called with the referring agency(s) to examine the appropriateness of the placement.

I have received and understood the Policy:

Signed..... Date....

Jan-10

Reviewed February 2011 & April 2011



Sanctions In Use at Liberty Lodge

NMS- Standard/s 3. Underpinning Legislation, The Children's Homes Regulations 2001, amended 1st April 2011, Regulation/s 17.

Sanctions are a means of consequence for the young person; they are used to help the young person understand what effect their actions have on them, those around them and their environment.

Sanctions should only be imposed in an attempt to change unsafe or negative behaviour; they should be more about learning than punishment.

Sanctions

The following measures are completely forbidden as methods of controlling or punishing:

- 1 **Corporal Punishment-** Any act of physical force directed at the young person such as slapping, punching, pushing or rough handling.
- 2 **Deprivation-** The refusal of any meal, or drink normally available at the home. (Equally it would be inappropriate to force young people to eat food that they dislike.)
- 3 **Intentional Deprivation of Sleep-** This is not a permitted sanction.
- 4 **Imposition of Financial penalty-** other than a requirement for payment of a reasonable sum (which may be made by instalments) by way of reparation.

Typical Sanctions used at Liberty Lodge (see attached list)

Whenever possible the sanction should reflect the incident- keep it as related as possible.

In the event of a criminal act being carried out there may be a need for police involvement- see policy 16

All sanctions should be discussed as a team and agreed by the senior member of staff on the team, usually the Shift Leader before logging and enforcing it.

Notification

After the team (and or management) has agreed upon the sanctions, the young person should be informed as soon as possible. It should be explained to them why they have been given the particular sanctions, and ***if appropriate*** how staff feel. The team enforcing the sanction should inform the young person of it.

Recording

The sanctions should be recorded in the sanction book; the following details should be filled in:

- 1 Name
- 2 Incident Number (if appropriate)
- 3 Staff informing the young person
- 4 Reason for sanction
- 5 Expectation of imposing the sanction
- 6 Type of sanction
- 7 Length of sanction
- 8 Initials of staff imposing the sanction
- 9 Date and staff initials when sanction is carried out
- 10 Effectiveness of sanction – Should be recorded using the number code at the front of the sanction book. This helps staff to review which sanctions are most effective for individual young people.

Permissible Sanctions and consequences

This is an agreed list of permissible sanctions/consequences, it is not an exhaustive list but general guidance to improve consistency.

Following ALL sanctions being imposed the young person MUST be given opportunities to reflect on their behaviour and be supported in looking for alternative ways to manage their behaviour.

Behaviour warranting sanction/consequence	Sanction/consequence Reward/reparation/reflection	Why?
Sticking to agreed boundaries, making a positive contribution to the home or personal space. Eg: <ul style="list-style-type: none"> ❖ being kind polite and helpful ❖ meeting expectations ❖ making sure room is tidy ❖ picking up litter ❖ helping with the washing up ❖ setting tables 	VIP's can be awarded commensurate to the young person's contribution	Recognition of and reinforcement of positive behaviour and contribution to the community.
Adhering to and maintaining all boundaries and expectations within their programme	VIP's can be awarded commensurate to the young person's input.	Recognition of and reinforcement of positive behaviour
Verbal abuse	Not gain incentive points commensurate to the level of abuse.	To enable the child to begin to make connections between behaviour and consequences.
Non attendance to a scheduled part of the young person's programme. (programme includes group meeting, education, planning mtg, appointments, keyworker sessions etc)	Not gain incentive points and miss out on free time.	To enable the child to begin to make connections between behaviour and consequences.

Reviewed February 2011/ revised April 2011

Absconsion/leaving site without permission (procedures must be followed in accordance with organisational policy upon child's return)	Child to be supported in reflecting on their behaviour via an LSI (preferably with key or co-worker if available) and make reparation for behaviour	LSI supports the child in linking feelings to behaviour, 1 day's loss of privileges supports them in re-engaging in the home and their programme.
Buying/being in possession of prohibited items such as cigarettes, lighters, aerosols, BB guns/pellets, inappropriate computer games or films.	Item to be confiscated and pocket money to be supervised for 1 week.	To enable the child to begin to make connections between behaviour and consequences.
Taking food and wasting it	To help to clear up the mess (if required) and pay towards the cost of the item, in way of reparation.	To enable the child to begin to make connections between behaviour and consequences.
Dangerous behaviour in vehicle	banned from using home's vehicle for a time commensurate to the behaviour	To minimise the potential risk to others.
Physical aggression	Loss of privileges commensurate to level of behaviour, incident must be discussed with Shift Leader who will consider all the details and agree sanction/consequence.	To minimise the potential risk to others. To enable all involved to be supported in reflecting on the situation.
Property damage	Financial reparation or Reparation within the home commensurate to the level of behaviour.	To minimise the potential risk to others. To enable all involved to be supported in reflecting on the situation.

Reviewed February 2011/ revised April 2011

October-10

Reviewed February 2011/ revised April 2011



Policy for Educational Visits

Statement

As a school we value the role of educational visits and regard them as an important part of the curriculum.

Aim of Policy

To enable pupils and staff to gain a full, enjoyable and safe educational visit it is essential that the following guidelines and policies are adhered to.

Activities

The range of activities covered by this document includes:

1. Residential activities
2. Day visits using transport
3. Day or part day visits on foot
4. Sporting activities
5. Swimming pool visits
6. Farm visits
7. Adventure physical activities

These guidelines are to be read in conjunction with the document

Health & Safety of Pupils on Educational Visits (DfES HSPV 2 1998)

Purpose of school visits

School visits benefit young people in many ways, including:

1. Being able to apply a different range of skills than those used in the classroom.
2. Enriching, supporting and complementing the work of the curriculum.
3. Associating the work of the school and teachers directly with the work outside school.
4. Developing talents, abilities and interests, that can be motivational and have lifelong relevance.

Risk Assessment

Risk assessments for school visits have three levels:

1. Generic activity risk assessments, that are likely to apply to the activity whenever it takes place.
2. Visit/site specific risk assessments that will differ from place to place, and group to group.
3. Ongoing risk assessments that take account e.g. illness of staff or pupils, changes of weather, availability of preferred activities.

Pre-visits

In order to undertake a full and comprehensive assessment of risks, it will be essential in most cases to undertake a pre-visit, even when the visit is made regularly, risks should be assessed from time to time.

When undertaking risk assessment, a number of variables need to be taken into account:

- The number of pupils involved
- The age and level of understanding of the pupils, ability and general behavior
- The previous experience of the group undertaking off-site visits
- The time of day and year
- The travel arrangements
- The hazards at the environment being visited
- The numbers, experience and quality of accompanying staff
- The nature of the activities
- The special educational and/or medical needs of the pupils
- The quality and suitability of the available equipment
- Seasonal weather conditions
- Emergency procedures
- How to respond when a pupil becomes unable or unwilling to carry on with the visit

- The need to monitor the risks throughout the visit

Adventure activities

On off- site adventure/physical activities with external instructors, their insurance details and qualifications must be sought before young people take part. An in school risk assessment should still be completed as well as ensuring the external organisation can also furnish the school with their own risk assessments on the activity.

Management

The management should satisfy itself that risk assessments have been undertaken; that appropriate safety measures have been put in place and that training needs have been addressed.

They must ensure that:

1. They are notified of all visits
2. Every visit has a stated and specific objective
3. The group leader shows how their planning complies with regulations and guidelines.
4. The group leader reports back after the visit
5. They are fully informed about less routine visits well in advance.
6. They fully assess proposals for all visits of a residential nature.

The Registered Homes Manager

The Registered Homes Manager should:

1. Ensure that visits comply with the Liberty Lodge Policy Document and Standard 15 of National Minimum Standards.
2. Ensure the group leader is competent to monitor risks throughout the visit.
3. Ensure adequate child protection procedures are in place before the visit takes place; the risk assessment has been completed and appropriate safety measures are in place.
4. Ensure that training needs have been assessed by a competent person and the needs of the staff and the pupils have been considered.
5. Be satisfied that the group leader has experience in supervising the age groups on the visit and will organise the group effectively.
6. Be satisfied that the person leading the activity is suitably competent to instruct the activity and is familiar with the location/centre where the activity will take place.

They must also ensure that arrangements have been made for the medical and special educational needs of the pupils and that:

- Adequate first aid provision will be in place
- The mode of transport is appropriate
- Travel times out and back are known
- They have the address and telephone number of the visit's venue and have a contact name
- The group leader and others on the visit have a copy of the agreed emergency procedures
- The group leader has the names of all the adults and pupils travelling in the group
- There is a contingency plan for any delays including a late return home

Responsibilities of Group Leaders

Group leaders have a duty of care towards the pupils in their charge.

Group Leaders must recognise their responsibilities:

- Obtain the registered Homes manager and/or the Senior Teacher's prior agreement before any off-site visit.
- Follow guidelines
- Appoint a deputy for the duration of the trip
- Clearly define each member of staff's role and ensure all tasks have been assigned
- Be able to control and lead the young people
- Be aware of child protection issues
- Ensure adequate first aid protection is in place
- Undertake and complete the planning and preparation of the visit including the briefing of those involved with the visit
- Undertake and complete a comprehensive risk assessment
- Review regularly undertaken visits/activities and advise the manager where adjustments may be necessary
- Ensure all adults are fully aware of what the proposed visit entails
- Have enough information on the pupils proposed for the visit to assess their suitability has been assessed and confirmed
- Ensure staff-pupil ratio is appropriate for the group
- Consider stopping the visit if the risk to the health and safety of the pupils is unacceptable and have in place procedures for such an emergency
- Ensure all adults know about the emergency procedures
- Ensure that all adults have details of the medical or special needs of the pupils
- Observe the guidance

Education and Care Staff

All staff on school visits act as employees of the company whether the visit is during school hours or not. All staff on the visit should be clear about their roles and responsibilities during the visit. They should act as any reasonable prudent parent would in the same circumstances.

They must:

- Do their best to ensure the health and safety of everyone in the group
- Not be left in sole charge of pupils except where it has been previously agreed as part of the risk assessment
- Follow the directions of the group leader/teacher and be jointly responsible for control and discipline
- Speak to the group leader if concerned about the health and safety of the pupils at any time

Pupils

The group leader must make it clear to pupils that they must:

- Not take unnecessary risks
- Follow the instructions of the leader and other staff including those at the venue
- Dress and behave sensibly and responsibly
- Look out for anything that might threaten themselves or anyone in the group and tell the leader about it.

The visit may be stopped if the behaviour of the young people is considered to be unacceptable.

Further duties and responsibilities

All staff should be aware of the expectations placed upon them and should appreciate the nature of their relationship to the pupils and other staff.

All staff must:

- Conduct themselves in a manner compatible with their own safety and the safety and well-being of the pupils
- Inform the group leader if they are unsure of their ability to perform any supervisory function requested of them
- Recognise the limits of their responsibilities and act within those at all times
- Report to the leader any concerns they may have regarding pupil behaviour and well-being during the visit

Social workers and placing authorities

Social workers and placing authorities must be informed prior to any residential visits, and the placing authorities own policies come into play.

Records

Records of a visit can provide a very useful and informative way of demonstrating the accountability of the school towards its pupils. Pre-visit risk assessments, reports of any accidents or incidents and an account of the pupils' participation in the visit will be recorded.

First Aid

There should be a person qualified and competent in first aid on every visit. A first aid kit should be taken on every visit.

Supervision

There is no statutory requirements but good practice would suggest ratios would depend on the specifications of the visit. Gender of the accompanying adults needs also to be considered in relation to the activity being undertaken.

Ratios of young people to adults

The ratios should take into account:

- Age and ability of group
- Pupils with special educational and medical needs
- Nature of activities
- Experience of adults in off-site supervision
- Duration and nature of the journey
- Competence of staff, both on general and specific activities
- Requirements of the organisation/location to be visited
- Competence and behaviour of pupils
- First aid cover

A group leader should be appointed who has authority over the whole group. The registered homes manager and/or Senior Teacher must assess the suitability of potential staff helpers and leaders at a very early stage of planning.

It should also be noted for the protection of both adults and pupils, all adults should ensure that they are not alone with a pupil whenever possible unless this has been identified as viable within the risk assessments. All adults on a visit should clearly understand their own roles and responsibilities at all times. It should always be clear that the group leader is responsible for the group at all times.

All staff involved in visits will take account of guidance issued by DfE and DCSF.

Liberty Lodge Children's Home Statement of Purpose



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SECTION 1: CARE AND PLANNING FOR CARE

1.1. OVERALL AIMS AND OBJECTIVES OF LIBERTY LODGE CHILDREN'S HOME

Young people are placed at Liberty Lodge Children's Home for a variety of reasons. These include:

- Family and Placement breakdown: this includes birth and stepfamilies, foster placements and other residential placements.
- Young people with particular behaviour and/or emotional difficulties that either make it very difficult or they choose not to live within a family setting at this time.
- Young people who have experienced abuse.

Overall purpose:

Whatever the reason, all young people living at Liberty Lodge Children's Home are unable to live full time with their families at the moment. Our overall purpose is, therefore, to provide a safe, warm, nurturing and empowering environment for young people to live in and to move appropriately on from, when they are ready.

Aims and objectives:

- Liberty Lodge offers planned placements of short, medium and long term care to six young people of either gender aged 10-17 .
- Wherever possible, we aim to help and support young people to return to live with their families on either a full-time or on a shared care basis.
- To achieve this we provide family work, in which communication, negotiation, mediation and support are vital aspects of helping to build bridges with young people and their families.
- In situations where a return home is not possible or desirable, we will provide longer-term care for young people until they are ready to move on to live with another family or to live independently with support.
- Whenever a young person moves on, we can provide an outreach service to support the transition and provide continuity. As part of this process we take careful account of 'The Pathway Plan' concept and work alongside Placing Authorities to achieve this

- We aim to help young people achieve their full potential in relation to all aspects and dimensions of their lives.
- We provide a structured, stimulating, caring and safe environment that is free from any prejudices and which offers young people the opportunity to be listened to and express their wishes, needs and feelings without fear or favour.
- We aim to encourage a positive sense of self-image through responding to young people's individuality by treating them with dignity and focusing on and reinforcing positive behaviour.
- We maintain and support young people in promoting and developing their health, educational and developmental needs in order that they can develop to their full potential.
- In accordance with the Children's Act 1989 and the National Minimum Standards and Regulations for Children's Homes 2001, wherever possible, contact with families and carers will be encouraged and maintained. Further, we will aim to maintain and strengthen any links the young people may have with the community.
- We aim to work in partnership with young people and all other significant relevant people to achieve the best possible outcomes for all young people.

The following sections of the Statement of Purpose provide more detailed information about the ways in which the staff team works in order to achieve these aims and objectives.

1.2 ETHOS AND VALUES OF LIBERTY LODGE CHILDREN'S HOME STAFF TEAM

The staff team work to ensure that the following ethos and values are an integral part of life at Liberty Lodge Children's Home:

- Residential care can be a positive choice and experience at an important stage in young people's lives. This can be achieved by helping young people and their families or carers to address issues and to be solution focused.
- Residential care should provide a skilled service from committed staff in a safe, appropriately structured and caring environment.

- The staff team has a responsibility to make sure that young people in residential care are protected from abuse and neglect.
- Residential care should form part of a range of services that work closely together to meet young people's needs and support their families and carers.
- Staff are
 - carefully selected and recruited to address gender, age and ethnic balance in order to reflect diversity and positive role models.
 - Staff will have opportunities to develop through training, supervision and appraisal.

1.3 ANTI-DISCRIMINATORY POLICY, PROMOTION OF EQUAL OPPORTUNITIES AND CHILDREN'S RIGHTS

The staff team at Liberty Lodge Children's Home work in ways that are consistent with and supportive of the Home's Anti-Discriminatory and Equal Opportunities Policies, The Children's Act 1989, The United Nations Convention of the Rights of The Child 1991 and the Care Standards Act 2000.

The staff team at Liberty Lodge Children's Home aims to be continually aware of the ways in which certain groups within society are disadvantaged, particularly in relation to age, gender, ethnicity, religion, class, disability and sexual preference. In order to help address inequality and disadvantage, the Liberty Lodge Children's Home embraces diversity.

Our shared values include:

- **Supporting Religious Beliefs and Culture**

Liberty Lodge Children's Home will work in partnership with carers/family and young people to facilitate religious observations including: attendances at services; following any dietary requirements and any religious rituals a young person may wish to partake in, provided there is no risk of significant harm; respect for a young person's right to any chosen religious observance. Young people will be encouraged to thrive culturally. Whilst their own culture will be encouraged, so too will alternative cultures through film, music, dance, drama, art and food.

- **Dignity and Respect**

We recognise the value of young people, their uniqueness and personal needs. We are committed to respond to young people with dignity and respect.

- **Equality**

We aim to ensure that services are accessible. We promote opportunities for all service users. The services provided by staff at Liberty Lodge Children's Home will not judge young people's circumstances and backgrounds and will support and help young people make positive choices in their lives. We will work in ways, which do not discriminate. We will challenge, support and encourage other people not to discriminate against young people or others on the grounds of age, ethnicity, culture, language, religious beliefs, gender, disability, sexual preference or sexuality. A commitment to treat young people fairly and safely is central to our services to young people.

- **Partnership**

We are committed to working in partnership with young people, their parents and families, social workers and with other agencies and organisations in order to provide young people with the help they need.

- **Quality**

It is our intention to provide quality services. We will work towards continuously improving the work that we do in line with legislation, National Minimum Standards and best practice requirements.

- **Independence**

We have a commitment to providing equal opportunities for young people to act and think independently, whilst having particular regard to helping young people to keep safe.

- **Rights**

We have a commitment to young people's rights and entitlements as set out in The Children's Act 1989 and The United Nation's Convention on the Rights of the Child and which are further endorsed within the National Minimum Standards and Children's Homes Regulations 2001.

- **Listening**

We have a commitment to listen to young people about what they think about the care they are receiving and about what is important to them in their lives. In particular we will listen to any comments or complaints they have about their care and we will deal with these fairly and openly in accordance with the Local Authority Complaints Procedure.

- **Planning**

We aim to ensure that young people's needs are assessed and plans to meet these needs are made and regularly reviewed with young people. Placement Plans will include Daily Management Plans, Health Care Plans, Risk Assessments, Personal Education and Pathway Plans. We have a commitment to involving young people and their families in decisions and ensuring that they have a voice about how they are helped.

Wherever possible every effort will be made to register young people with a GP, dentist and optician within the local area. In order to provide continuity of care, we aim to keep the young people registered with the same practitioner if this is their choice.

- **Development and Fulfilment**

We will encourage young people to reach their full potential. We will work in ways that aim to help young people to achieve their hopes and ambitions and to develop their abilities in their daily lives. We believe that young people should be encouraged to make the most of opportunities for education, leisure, employment and the promotion of their health. We have a commitment to help young people have the best possible start in life by continuity of school placement if out of area. However, if excluded or the preference is for a local school, a placement will be sought within mainstream or specialist resource in order to effect positive educational outcomes.

- **Confidentiality**

We will treat all personal information respectfully, sensitively and confidentially. The team is committed only to sharing personal information with other professionals about a young person on a 'need to know' basis, balancing the need to protect with being able to provide a good service.

1.4 RIGHTS AND RESPONSIBILITIES

At Liberty Lodge Children's Home, the young people have the right:

- To be treated fairly.
- To be physically well cared for in relation to, for instance: their health, clothing, food and a warm, clean and safe home.
- For friends and families to be made welcome in accordance with their daily living plan.

- To make mistakes and to expect new chances.
- To have their views encouraged and considered.
- To be supported in following any religion they may choose.
- To expect choices whenever they are available.
- To receive care which is planned and reviewed regularly.
- To complain if unhappy with the care received or offered.
- To be included in and have access, with the help of staff, to their daily living files and care documents.
- To be consulted regarding and involved in the formulation of their Placement Plan, statutory review reports and decisions and any other reports written in-house they will also have a safe place to keep them.

Liberty Lodge Children's Home believe that with 'Rights' come 'Responsibilities' and therefore expect young people:

- To work with us towards identified goals, often with the use of goal charts.
- To treat themselves, other young people and staff at Liberty Lodge Children's Home with respect.
- To value and look after the physical environment at Liberty Lodge Children's Home, since this is their home and other young people's.
- Not to bring into Liberty Lodge Children's Home any drugs, equipment or device, which may be perceived as physically or psychologically threatening to them or others.
- Not to hurt, threaten, bully or frighten anyone at Liberty Lodge Children's Home.

1.5 THE YOUNG PEOPLE AND THE ACCOMMODATION OFFERED

a) Age range, gender and numbers of young people:

Young people at Liberty Lodge Children's Home are aged from 10 years to less than 18 years.

Liberty Lodge Children's Home accommodates both boys and girls. It is important to note, however, that places cannot be offered on the basis of gender. It is therefore unlikely that there will be an equal ratio of young women and young men.

We have places for up to 6 young people.

b) Any special needs of young people:

The particular needs of any young people who become looked after at Liberty Lodge Children Home are covered within Section 3. As a general rule, Liberty Lodge Children's Home does not provide care for disabled young people. There may, however, be occasions when a young person with mild learning and/or physical disabilities is placed at Liberty Lodge Children's Home. In such circumstances, specialist care and support to meet the young person's particular needs would be arranged prior to admission and monitored through the reviewing processes already in place.

c) Type of accommodation including sleeping arrangements:

Liberty Lodge Children's Home is a large property in Ipswich. It is on an excellent public transport route with good rail and bus links. There are a wide range of amenities within the nearby area including shopping centres, leisure centres and swimming pools.

The downstairs accommodation consists of:

- Kitchen for domestic use, food preparation, cooking and eating.
- A comfortable appointed lounge/tv area for general use of young people.
- A games room for general use of the young people.
- 1 office.
- A meetings room.

Reviewed/revised April 2011

- A staff sleeping in room.
- A 1-1/therapy room.
- Telephone booth for use by the children.
- There are 2 classrooms in the basement area of the home.

The upstairs accommodation consists of:

- 6 young people's bedrooms, all single occupancy.
- 2 bathrooms consisting of bath, wash basin and toilet.
- A Medication and First Aid room.

All young people are entitled to and are given a key to their own bedroom. (Master keys are held by staff). Young people are encouraged to personalise their room and have choice of feature wall decorations. Young people have a lockable cabinet in their room for personal belongings as part of their bedroom furniture. Young people have a choice of either doing their homework in the lounge or in their own bedroom, which is furnished with a desk, chair and lamp for this purpose.

Outside the home:

There are car parking facilities at the front of the house on both sides. The home is fully secured by alarms and security lighting which cover the grounds and the car park area.

1.6 HOW NEEDS OF ALL YOUNG PEOPLE ARE MET

Up to 6 young people may be living at Liberty Lodge Children's Home at any one time. We will ensure their needs are met by:

- Clear consideration of the mixes and numbers of children and young people will be a significant factor when planning any admissions to Liberty Lodge Children's Home.
- Creative use of the rota to provide adequate numbers of staff on duty, reflecting gender balance and experience.
- Adequate staff to work closely with smaller groups or individual young people in order to promote their welfare.
- Adequate staffing to enable outside activities to take place, including days out, camping holidays and short term breaks from placement.
- Using access to specialist services that can provide for specialist therapy / therapeutic needs.
- A Key Worker system to reflect individual needs as part of daily living plans.
- Individual young person's needs identified through: Daily Living plans; Risk Assessments; Individual Health Plans including healthy eating plans; up to date LAC information; Key Worker role; Personal Education and Pathway Plans; young people's and staff meetings; robust handovers and social worker and parental input.
- Liberty Lodge Children's Home will promote multi-agency and specialised resources when supporting the needs of the children and young people living there.

1.7 ADMISSIONS POLICY AND CRITERIA FOR ADMISSION

Admissions are on a planned basis. In exceptional circumstances care may be provided for a child or young person who has been assessed as in need of accommodation and immediate risk and for whom no other more appropriate placement is available. In such circumstances, the age criteria must still be met.

It is not within the remit of the organisation's Admission Policy to consider young people involved in prostitution or use of class A Drugs.

Young people who meet the age and admissions criteria are, if possible, introduced to the home prior to moving in to live there. A Key Worker for the young person is allocated at the point of introduction. All necessary documentation regarding the young person should be provided by the Social Worker prior to admission.

It is an expectation for Social Workers to arrange the young person's LAC Review 28 days after placement commences and then one at 3 months and 6 months thereafter.

All residential care will conform to the legal requirements of the Children's Act 1989 / 2003, Volume 4 Residential Child Care Guidance and the National Minimum Standards and Regulations of Children's Homes 2001.

1.8 FIRE PRECAUTIONS AND EMERGENCY PROCEDURES

There are smoke and heat detectors throughout Liberty Lodge Children's Home. Additionally, there are regular tests of the fire alarms, emergency lighting and evacuations. Fire equipment is subject to regular inspection by an external contractor. When equipment has been used or damaged, arrangements are made for its immediate replacement.

Young people and staff are included in fire drills and evacuations. The staff team also discuss the issue of fire and building safety with young people at regular intervals or indeed when particular issues arise. For instance, young people are made aware of the danger of smoking or using matches and lighters in their bedrooms and therefore, why such use is not permitted in within the home.

The fire procedures are displayed all around the home.

The emergency exits are all marked throughout the building.

All staff have received basic fire and first aid training.

SECTION 2: MEETING SPECIFIC NEEDS OF YOUNG PEOPLE

2.1 THE PRINCIPLES FOLLOWED AT LIBERTY LODGE CHILDREN'S HOME

Like all looked after children, the young people who are placed at Liberty Lodge Children's Home have specific and individual needs. Many will have experienced abuse of some kind as well as experiencing the trauma of a family breakdown. For many young people they will have experienced a number of placement moves that are both unsettling and disruptive to their lives. As a result, the need for a safe and consistent approach is an integral part of providing them with quality care. Alongside this, many young people will need particular help with their educational and health needs. The team at Liberty Lodge Children's Home therefore aims to work in ways that ensures young people receive the appropriate help and support from within Liberty Lodge Children's Home as well as the appropriate specialist services from outside.

These are covered in more detail below:

2.2 HEALTH, PROTECTION AND PROMOTION OF YOUNG PEOPLE

We regard health protection and promotion of young people as an important part of our role at Liberty Lodge Children's Home. We will therefore work with the young people and appropriate health professionals to develop a **Personal Health Plan**. The plan covers the whole range of potential health needs, including physical, emotional and sexual health.

We at Liberty Lodge work in conjunction with a reputable consultant who leads various workshops and group sessions with staff. All staff receive Safe Guarding Training.

Young people are encouraged to have regular dental, health and eye sight check-ups. Wherever possible and if young people choose, we aim to help young people remain with their own doctor, dentist and optician. However, if this is not possible or desirable we will ensure that young people are registered with the local GP, dentist and optician. Whilst respecting young people's rights and privacy, they are supported in getting help with any illnesses or health issues that they experience.

Smoking is not permitted within Liberty Lodge Children's Home in order to protect the health of all who live and work in the home.

2.3 PROMOTION OF EDUCATION FOR YOUNG PEOPLE

We acknowledge the importance of education within young people's lives and we will work in ways that support and help young people to reach their potential within their education. We will therefore ensure that we support and contribute to the young person's **Personal Education Plan** by:

- Providing home tuition including a study area for homework.
- Ensuring each child has access to computers specifically for school work
- Sourcing alternative education through the Local Authority Education Department
- Placing within the mainstream option

2.4 PROMOTION OF LEISURE, SPORT AND CULTURAL ACTIVITIES FOR YOUNG PEOPLE

Young people are encouraged to take part in both group and individual activities which not only take into account their ethnicity, culture, language, religion, interests and abilities but also help to widen and deepen a young person's religion, interests and abilities but also help to widen and deepen a young person's experience of diversity. For instance, we encourage young people to experience food, festivals, films and books from different cultures.

If a young person moves into Liberty Lodge and they already take part in an activity, club or hobby, we will endeavour to support them to continue with this within the boundaries of legality, safety and appropriateness, as they choose. This may include activities with their friends and families as well as activities organised by the home; for instance swimming, indoor bowls, badminton, ten pin bowling, ice-skating, cinema, trampolining, pool, snooker rugby/football, and cycling. All of our young people are also encouraged to join local clubs i.e. football club, St John's Ambulance, Sea/Air/Army Cadets, Scouts, Guides, tennis club, life guarding, cycling club, dancing, Leisure Centre and any other clubs which may be of interest to the young person and which they might enjoy. Liberty Lodge Children's Home also organise day trips both within and out of Suffolk and trips to theme parks.

Young people are encouraged to join the local library, buy books and magazines. A local newspaper is purchased weekly and T.V. magazines. Arts and crafts activities are promoted within Liberty Lodge and all young people have access to the internet but access is made as safe, legal and age appropriate as possible.

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Videos/DVDs are rented as requested with appropriate age certificate.

During school holidays, outings are planned with the young people as is a summer holiday away from Liberty Lodge for all of the young people.

Birthdays, Christmas and other festivals, as appropriate are celebrated with young people by having birthday parties within the home or special outings can be arranged.

2.5 PROMOTION AND ENCOURAGEMENT OF YOUNG PEOPLE'S RELIGIOUS BELIEFS

Liberty Lodge staff team will work in ways that help and support young people to follow their religious beliefs. When appropriate, the staff team will work in partnership with a young person's family to facilitate religious observations including attendances at services, following any dietary requirements and any religious rituals a young person may wish to partake in.

2.6 CONTACT ARRANGEMENTS WITH FAMILY, FRIENDS AND SIGNIFICANT OTHERS

The Liberty Lodge staff team will work in partnership with young people to ensure that contact arrangements with families, as outlined in their Care Plan and Placement Plan, are adhered to. We will give as much constructive support as possible to maintain contact. Families, friends and significant others will always be made welcome, as long as they behave in safe and appropriate ways when visiting.

We will ensure that when there are contact restrictions that young people understand the reasons why these restrictions are in place.

2.7 REVIEWING OF PLACEMENT PLANS

Each young person will have a Placement Plan, which covers the major dimensions of a young person's life (Health, Education, Family, Social and Emotional Development, Leisure and Culture). The Plan is developed with young people, family, professionals and significant others. It assesses and identifies the young person's needs and issues and how these will be met and addressed on a day-to-day basis.

A main task for the Key Worker is to monitor and make appropriate changes to the Placement Plan on a weekly basis (or more frequently if required) and in partnership with the young person and other key people.

Parents and others will always be consulted in the review of Placement Plans. The Plan may also change in accordance with the outcomes of statutory reviews.

2.8 DETAILS OF ANY SPECIFIC THERAPEUTIC TECHNIQUES USED AND HOW SUPERVISED AND MONITORED

The staff team at Liberty Lodge regularly has consultation with a reputable consultant whom they are able to consult with and who provides the team with guidance and support in working with a range of issues and possible behaviours that young people face and present. The consultation provides a forum for discussion and agreeing how best to respond to young people and any negative and/or worrying behaviour they are presenting. Importantly, it also provides a forum in which to understand any particular therapy that a young person may be receiving.

Further specialist help for young people is identified, in partnership with young people and their social workers, in order to ensure that young people gain access to the support they need. This includes: drug & alcohol counselling, careers advice, sexual health guidance and offending prevention services.

SECTION 3: COMPLAINTS AND PROTECTION

3.1 THE PRINCIPLES FOLLOWED AT LIBERTY LODGE CHILDREN'S HOME

Like all looked after children, the young people who are placed at Liberty Lodge Children's Home have a right to feel safe. They also have the right to know that their views and feelings are listened to and will be acted on as long as it is consistent with their overall welfare. This section on protection and complaints is concerned with providing information about the ways in which young people are protected and their safety and wellbeing promoted at Liberty Lodge Children's Home.

3.2 CHILD PROTECTION

One of the aims of Liberty Lodge Children's Home, as stated at the beginning of the Statement of Purpose, is to provide a safe and empowering place for all young people to live in. Child Protection procedures are a key in keeping all young people safe.

A Risk Assessment is undertaken with each young person and this is regularly reviewed and monitored as part of the Placement planning system. It covers all aspects of behaviour and history that might cause a risk to the young person or to others. Each Risk Assessment contains a Risk Management plan, to be followed by staff at all times. Risk Assessment and management plans are updated regularly, at statutory reviews and after specific risk events.

Staff at Liberty Lodge are familiar with and adhere to Child Protection protocol and will be prompt in raising a child protection concern. They are familiar with and refer to the following:

- Policy 3 Child Protection and Safeguarding Young People
- National Minimum Standards for Children's Homes and Children's Homes Regulations 2001
- Good Practice Guide for Residential Child Care: Section 3: Complaints and Protection

A copy of all of the above is readily available to staff, both in paper form and on the Local Authority's internet website.

Child Protection is a part of the induction training for new staff to become familiar with, and gain an understanding of, child protection issues and protocol. All staff attend appropriate Child Protection training.

Where child protection issues are identified in the home, which place individual young people at risk of significant harm, staff will follow different strategies to minimise and reduce risk as well as following the appropriate child protection procedures.

These strategies include:

- Joint working with social workers and parents, The local Safeguarding team, the police, Child and Adolescent Mental Health Services (CAMHS) and other relevant professionals such as drug and alcohol specialists and counselling services.
- Harm reduction programmes undertaken by the home as well as educating young people with regard to risk and harm reduction.

3.3 COUNTERING BULLYING

The staff team are aware that bullying can be present in residential care and that it causes great misery for the victim. Bullying behaviour is not tolerated at Liberty Lodge Children's Home. There is a need for constant vigilance and immediate action if it is happening.

To counter bullying, the team works with the organisational policy and procedure, and the residential childcare procedure. The team and young people have a range of literature and workbooks available to help with addressing and preventing a bullying culture from developing. Furthermore, the issue of countering bullying is regularly discussed at team meetings and at young people's meetings.

3.4 COMPLAINTS PROCEDURE

The staff team supports the need for the young people and their families in their right to make a complaint about any aspect of their care. At Liberty Lodge Children's Home we also believe it is important to help young people and their families understand why the complaints procedure exists and how to use it should they ever feel it necessary to do so. Staff work with young people to empower them to make complaints whenever they feel their needs are not being met. Staff also work to ensure that young people who make complaints do not feel stigmatised or guilty in any way.

If a young person needs to make a complaint, a member of staff offers help. It is acknowledged, however, that a young person may need help from someone outside of the staff team and therefore, young people are helped to involve the children's advocacy service. If necessary, an interpreter can be called upon.

The team endorse the view that, whenever possible, complaints should be dealt with informally. At the same time, however, the team acknowledges that if an informal resolution is not possible, the process for making a complaint must allow for an examination by someone who is not directly involved in the care of the young person concerned. Finally, the team acknowledges the importance of young people and their families having the right to complain to Ofsted.

On arriving in the home, the young people are given information about the Complaints procedure. The young people are also made aware of their right to complain to Ofsted and their Local Authority and contact details of an Independent Advocate.

The complainant is kept up to date with their complaint and steps are taken to ensure they understand the process involved. A record of complaints is kept at Liberty Lodge Children's Home and is closely monitored by the manager.

Complaints forms, information on how to complain and rights are provided in child friendly format with visual or pictorial assistance for young people who have a disability or communication difficulty to assist understanding.

3.5 ARRANGEMENT WHEN YOUNG PEOPLE GO MISSING

The team at Liberty Lodge Children's Home believe that a young person's safety and welfare is of paramount concern. It is therefore our priority to do everything possible to ensure the safe return of a young person. Young people who go missing from their placement without authority are reported to the Police in accordance with the organisational policy (MISPER). The policy requires a young person to be reported missing if they have not returned by 1200 midnight. In circumstances where a young person is deemed vulnerable, however, this information will be passed to the Police at an earlier stage. All appropriate people (e.g. family, social worker) are informed of the unauthorised absence. Staff are also instructed to go out and look for the young person/people and return them safely if possible. It is also part of the team's working philosophy that when a young person goes missing, there is a reason for this. The team therefore aims to work with the young person to prevent them from going missing in the future. On returning from a missing episode, a young person's safety is of paramount concern and staff will always ensure that the young person is welcomed back into the home, is safe and well.

3.6 METHODS OF CONTROL, RESTRAINT AND DISCIPLINE

The staff team at Liberty Lodge Children's Home believe that it is the responsibility of all staff to communicate with young people about what is acceptable and unacceptable behaviour. Furthermore, it is the responsibility of staff to maintain safe and appropriate boundaries with and between staff and young people. Consistency and fairness are key ingredients to developing a safe and positive atmosphere.

The team also believe that methods of control, restraint and discipline can only have the desired impact within the context of positive relationships existing between staff and young people. Communication, negotiation and mediation are important skills that the team use to help young people to address unacceptable behaviour. Within this overall context, the emphasis and aim of the team is to promote, acknowledge and reward positive behaviour.

Although the emphasis at Liberty Lodge Children's Home is on safe and consistent approaches within the context of positive relationships and rewarding positive behaviour, there are times when sanctions/reparations are deemed necessary. At Liberty Lodge Children's Home the following sanctions/reparations are used:

- Extra Home Task: Making good wherever possible criminal damage, for instance by re-painting walls, removing graffiti. Wherever possible the Police are not involved in issues of criminal damage except in extreme circumstances.

- Reparation: If a young person misuses money that has been agreed for something (e.g. haircut, bus-fare/taxi fare/train fare, clothes), an agreed amount is paid back each week. This will never be more than two thirds of the total pocket money.
- Pocket money can be spent under supervision as part of a harm reduction programme if this has been identified by Risk Assessment.
- Removal of priviledges (e.g. prevented from going out on an activity).

In using any of the above, young people should always know why certain behaviour is unacceptable, since they are then more likely to understand and relate to why a sanction has been used. In this way young people are more likely to address the issue. Any of the sanctions that are used above are recorded and the manager checks and monitors their use.

The restraint of a young person is not part of sanctions or punishment. There are occasions when physical intervention may be necessary but this is only used if the young person is likely to injure themselves or others or cause significant damage to property. The techniques used are those taught in TEAM TEACH, and only members of staff trained in this technique should undertake restraints. All restraints and physical interventions are clearly recorded and monitored by the manager.

3.7 YOUNG PEOPLE INVOLVED IN PROSTITUTION

Whilst it is not within the remit of the organisation's Admission's Policy to consider young people involved in prostitution, we appreciate that it is possible that a young person may become involved during placement. Procedures are the same for any other form of alleged abuse with suspicions, allegations or relevant information passed without delay to the appropriate agencies.

3.8 SECURITY LIGHTING AND YOUNG PEOPLE'S ELECTRONIC DOOR ALARMS

In order to improve safety and security we have security lighting around the grounds

Electronic alarms are fitted to each young person's bedroom door to minimise risk to themselves and/or others. This system operates during the night and is unobtrusive and

does not disturb other residents. All placing authorities, the young people and their parents are aware of this system prior to placement. Staff respond to all young people's alarms.

Young people, who are deemed at a particular risk, such as drug use and/or self-harm, will be closely monitored. Where there are concerns that the risk is jeopardising the safety of the placement at Liberty Lodge Children's Home, a Disruption Meeting will be convened to discuss how the risks can be better managed.

If staff need to enter a young person's room to check on their safety, this will always be done with two staff and recorded. It will also be part of a young person's Placement Plan and Risk Assessment. The need for this action will be clearly explained to the young person.

We hope that all young people that come to live at Liberty Lodge Children's Home and share their home with other young people and staff, find it a positive, safe and rewarding period in their lives.

SECTION 4: STAFFING WITHIN LIBERTY LODGE CHILDREN'S HOME

4.1 THE LIBERTY LODGE CHILDREN'S HOME DIRECTOR, MANAGER, CONSULTANT AND STAFF TEAM

The **Registered Provider** & Responsible individual and director of Liberty Lodge Children's Home is **Mrs Aruna Kukadia. City & Guides Creative Studies 1, City & Guides Creative Techniques 1, First Line ILM Management Course Level 2**

Head Office Address: The Liberty Lodge, 45 Wolsey Road, Moor Park, Middlesex HA6 2ER.

Mrs Kukadia oversees the management of the home, regularly visiting to monitor the standards of care and practice of the staff working in the home and speaking on a regular basis to the young people accommodated there. She is also responsible for the financial and administrative running of the organisation.

Joanne Parkinson, the Registered Home Manager. NVQ 4-Care, NVQ 4- Registered Manager Award, Supervisory Management BTECH, D32/D33 NVQ Assessor Award, Therapeutic Communication & Therapeutic Organisations, first year of Foundation Degree, , Basic First Aid for the School Environment- National First),

Walter Blacker. (M.A. in English and Drama, Education and Training Co-ordinator, Independent Trainer and Consultant)

Walter is an **Organisational Consultant** as part of their staff team. His role is to provide advice , training and support to the Registered Provider, Manager and staff team to ensure high quality service is maintained. Mr Walter Blacker has over 25years experience of front line work in children's services especially the 'looked after' system and is regarded as an expert within the field. The Consultant also carries out Reg 33 visits and reports to The Director/Responsible Individual.

STAFFING

The Manager is supported by a deputy who Deputises in her absence.

There is a designated shift leader on each shift. Each team will also consist of sufficient care workers to meet the identified needs of the young people.

Liberty Lodge have a bank of staff who can be called upon at times of staff shortages and

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will only use Agency staff in extreme circumstances.

There is a programme of induction on appointment, to cover a range of items, including individual care needs, fire safety, safeguarding, care and control, allocated worker system, medication, all logbooks and records, management, care and placement plans and the daily routines.

The Manager and Senior Staff provide an on-call management system to give support and guidance in case of emergency.

The diverse nature of the team in terms of age, gender, ethnicity, experience, skill and qualification provides the opportunity to promote a positive view of difference to young people.

See attached Staffing list- Appendix 1

4.2 SUPERVISION, TRAINING AND DEVELOPMENT ARRANGEMENTS FOR THE STAFF TEAM

Supervision and Appraisal:

Supervision is a vital part of supporting, managing and developing the staff team. It is a statutory and departmental requirement that staff both receive and take part in the supervision process. Supervision is provided in line with the organisational policy and National Minimum Standards for Children's Homes 2001. Staff members receive monthly supervision and regular appraisal, new staff members receive fortnightly supervision and are required to complete an Induction Programme.

All staff undertake a Performance Appraisal with the manager annually, which reviews progress over the past year and sets personal work targets and actions for the forthcoming year.

Training:

All staff are introduced, as part of their induction, to child protection procedures, fire safety and drill training, medical procedures and the recording of information, prior to starting work within the home. There is a further programme of basic training, which should be completed within the first 6 months of employment. All staff who do not hold relevant

qualifications will be enrolled on a level 3 Diploma in Health & Social Care within 6 months of their employment commencing.

Development:

Staff development is seen as part of an ongoing process that includes:

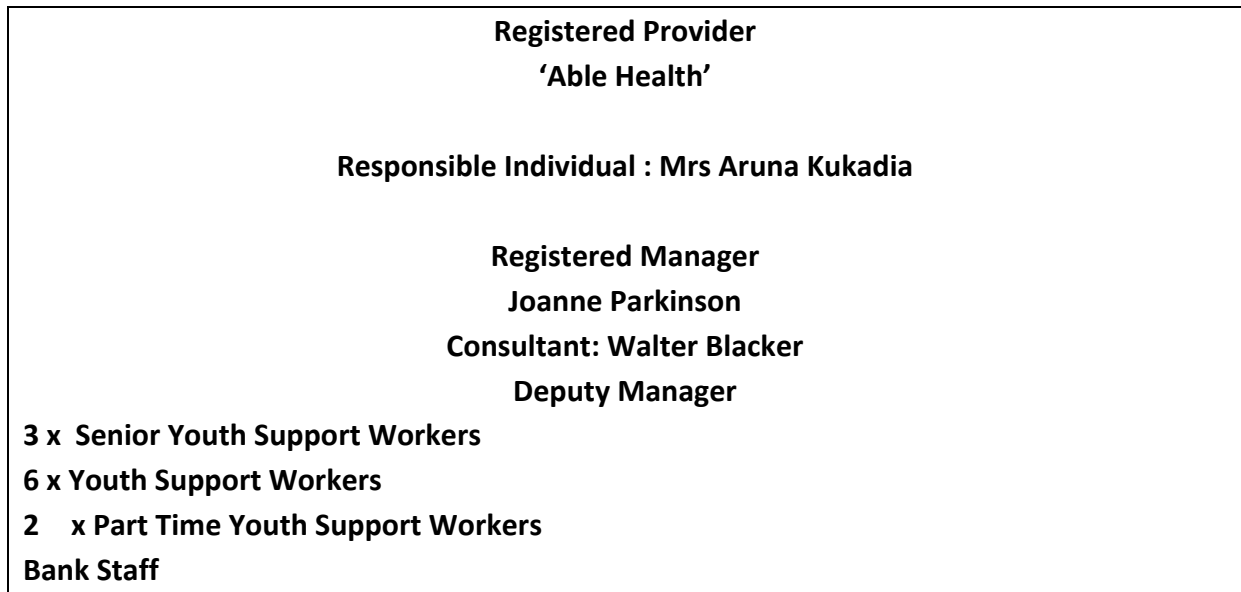
- Training and supervision.
- Personal Professional Development Plan.
- The team meeting.
- Working as part of a team.
- Key working and joint working with colleagues within the team.
- Joint working with other professionals and agencies.
- Extra duties and responsibilities, which are delegated to staff as they become more skilled and competent within the team.

Staff files:

In line with National Minimum Standards, organisational policy and Regulations for Children's Homes 2001, all staff at Liberty Lodge Children's Home have a personal development file. This includes the following information:

- Personal information such as home phone number and address
- Supervision Notes including supervision contract
- Performance Appraisal and Personal Development Plan
- Record of qualifications and training completed
- Personal risk assessment
- Record of CRB check
- Evidence of driver documents, licence, log book etc

4.3 ORGANISATIONAL STRUCTURE



Staff are deployed in such a way that each shift has an appropriate mix of male and female workers. When the home is at full capacity (6 young people), each shift carries 3-4 staff, one of which would be a senior staff member with responsibility for running the shift. Most commonly the three shifts that operate are a day shift, an afternoon/evening shift and a sleep-in duty followed by a morning shift. There is always an on-call 'manager' available for support to the staff team.

A Key Worker system operates – with each young person having an identified support worker who is responsible for co-ordinating all aspects of the young person's placement needs – most particularly, Health, Education, Social & Emotional needs, regular 1:1 time, liaison with Social Workers, Family and Significant Others, and the identification of religious and cultural needs and how we can most effectively and sensitively meet such needs.

How they manage their delegated duties is addressed and monitored within supervision where action needed and new tasks and goals may be identified.

The Manager is responsible for organising specific aspects of each week and how they will be managed – which are not normally part of the daily programme, such as Social Worker, family or other visitors, reviews, appointments and will make these arrangements available in written form to those on duty, along with any specific instructions. Holiday periods are planned with great care and with a balance between occupied and unoccupied time.

4.4 STAFFING POLICY FOR THE HOME

Every effort is made to ensure the staff on duty represent a range of experience, gender balance and qualifications. Where identified as beneficial or through risk management, staffing levels are increased to meet the young people's needs, for instance in the evenings, at weekends, during holidays or when specific young people have a greater need for attention.

This concludes the matters to be included in the Liberty Lodge Statement of Purpose as required under Schedule 1 of the Children's Homes Regulations 2001, Regulation 4(1).

Further policies and procedures or more detailed policies and procedures are included in the staff handbook and available upon request.