



## SEASHELL CHILDREN SERVICES

### STATEMENT OF PURPOSE

#### *The Quality and Purpose of Care Standard*

*Regulation 16 (1) - Schedule 1*

SEASHELL TRUST.

STANLEY ROAD

CHEADLE HULME

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Statement of Purpose.			
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## Overview of Seashell Trust Children's Homes

### Overview of Seashell Trust Children's Homes

The residential provision of Seashell Trust comprises of six purpose built houses situated on an 85 acre site where the majority of the Children and Young people also receive their education. Education is facilitated at The Royal School Manchester (RSM) which is a non-maintained special school and Royal College Manchester (RCM) registered with the Department for Education (no. 356/7502.) Seashell Charity No. 1092665.

At Seashell Trust the Children's Home is registered with Ofsted (SC0355188) and consists of 6 detached dwellings - houses: Number 2, 5, 6, 7, 8, and 13 and Sir Norman Stoller Way that sit in proximity to each other with a small private cul de sac.

- Each house can comfortably accommodate 4 young people – a total capacity of 24
- These houses accommodate children and young people within the autism spectrum, high sensory needs and communication difficulties and severe complex learning disabilities.

All placements are bespoke and individual to the needs of the Child/ Young person. Each child and young person is fully assessed by a Multidisciplinary Team (MDT) prior to placement.

All of the Children and Young people have social care needs and can present with severe behaviour that challenges arising from their profound learning difficulties with attendant communication disorder, arising from multifaceted combinations of sensory impairment, physical disability, autism spectrum conditions, additional learning disabilities and associated assessed health needs.

Children/ Young people live in a healthy, safe environment where their physical, emotional and psychological well-being is promoted. Additionally, they can access health and social care services to meet their individual needs. We provide the Children/ Young people with opportunities to achieve the best possible life outcomes, coherent communication skills alongside independence in order to reach their full potential.

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Quality and Purpose of Care (Regulation 6)
The Purpose of the Establishment
<p style="text-align: center;"><b>Aims and Objectives</b></p> <p style="text-align: center;"><b>Guide to the Children’s Homes Regulations including the quality standards’ – April 2015.</b>  <b>Residential child care – key principles - these will be fully adopted by the Seashell Trust</b></p>
<ul style="list-style-type: none"> <li>• Children should be happy, healthy, safe from harm and able to develop, thrive and fulfil their potential.</li> </ul>
<ul style="list-style-type: none"> <li>• Child care should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time.</li> </ul>
<ul style="list-style-type: none"> <li>• Child care should foster positive relationships, encouraging strong bonds between child and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour.</li> </ul>
<ul style="list-style-type: none"> <li>• Child care should be ambitious, nurturing children’s school learning and out-of-school learning and their ambitions for their future.</li> </ul>
<ul style="list-style-type: none"> <li>• Child care should be attentive to children’s needs, supporting emotional, mental and physical health needs, including repairing earlier damage to self-esteem and encouraging friendships.</li> </ul>
<ul style="list-style-type: none"> <li>• Child care should be outward facing, working with the wider system of professionals for each child, and with children’s families and communities of origin to sustain links and understand past problems.</li> </ul>
<ul style="list-style-type: none"> <li>• Child care should have high expectations of staff as committed members of a team, as decision makers and as activity leaders. In support of this, children’s homes should ensure all staff and managers are engaged in on-going learning about their role and the children and families they work with.</li> </ul>
<ul style="list-style-type: none"> <li>• Child care should provide a safe and stimulating environment in high-quality buildings, with spaces that support nurture and allow privacy as well as common spaces and spaces to be active.</li> </ul>

Seashell Ethos Philosophy and Core Values	
Value	How we define them
	
<b>Integrity</b>	<p>I follow my principles at all times, no matter who's looking.</p> <p>I lead by example, gaining respect and ensuring that others know they can depend on me.</p> <p>I know the importance of delivering objectives but I also understand that how I do this is important.</p> <p>I feel my personal accountability in this and I build strong, more effective relationships as a result.</p> <p><i>“Support, respect, open, courageous, honesty, trust.”</i></p>
<b>Innovation</b>	<p>I am uncompromising on my high standards but completely embrace the need to find better ways of doing things</p> <p>I'll celebrate the successes and make sure I learn from my mistakes.</p> <p>I have bags of passion and use this to make good things happen every day, encouraging others to be curious and imagine new possibilities.</p> <p><i>“Creative, improve, progress, learn, initiative, agile, open-minded.”</i></p>
<b>Involvement</b>	<p>I seek to involve and I listen to understand.</p> <p>I trust that I will be engaged in decisions wherever possible and that my voice counts.</p> <p>We value ourselves and others, embracing difference and celebrating our uniqueness.</p> <p>I rely on my team my department and my wider colleagues to contribute, commit and keep the connections strong.</p> <p><i>“Trust, family, togetherness, contribute, listen, respect, team.”</i></p>

## Environment

This home is registered and regulated by Ofsted under the Care Standards Act 2000 and Children's Home Regulations 2015 and Quality Standards to provide care and accommodation for up to 24 children. The Home sits on an 85 acre campus alongside adult residential provision overseen by the Care Quality Commission (CQC), The Royal School Manchester and Royal College Manchester along with community sports facilities resting within the local authority of Stockport.

Cheadle Hulme is a suburb of the Metropolitan Borough of Stockport in Greater Manchester, England. It is 2.3 miles (3.7 km) south-west of Stockport and 7.5 miles (12.1 km) south-east of Manchester. It has a population of approximately 30,000 residents. Cheadle Hulme is an affluent area with open parkland; it has a railway station and is close to both Manchester Airport and the A34.

The children's home caters predominantly for children and those in transition to adulthood - up to 18/19 years. The Children's Home and Each home is centred on the needs of the children/ young people and are adapted to be welcoming. Adaptations are made to enable the children/ young people residing in them to take full part in all areas of independent living.

The environment is tailored to the needs of the individuals. In some houses there is minimal and simplistic décor to meet the needs of the young people whom require a low arousal environment and setting. In other homes the décor is more variable and adaptive in order to meet need. Most homes have a sensory or soft room to provide the young people with an environment to meet their sensory needs. Other homes have quiet rooms where young people can relax.

Each child/ young person placed has their own room, which they can personalise to meet any individual or specific needs, bedrooms can be fitted with locks and the child/ young person can hold their own key if they wish and if this is appropriate.

Televisions, games consoles and other leisure equipment can be accessed

Each child/ young person's residential children's home has a kitchen which meets the needs of the individuals who live there. Food is stored and prepared in the home and the young people are supported and encouraged to shop for their own personal provisions, which includes a proportion of the food cooked in the Children's home. Cultural and specialist diets are respected and supported.

All the children's home kitchens are open 24 hours and the children/ young people are encouraged to make their own drinks and snacks from well-stocked cupboards and fridges/ freezers. Children/ young people are supported to follow a healthy diet and to take regular exercise as part of the healthy lifestyles curriculum.

Children/ young people are supported to be as responsible as possible for the upkeep of their own surroundings, by carrying out household duties and learning to live by ordinary life principles and co-operating with their peers of similar age, needs and interests. There are facilities where children/ young people can spend time with their families and visitors. A two bedroom flat is available for parents/ carers to book for a small fee; they can spend extended visits with their child. Families have the option of their child staying with them in the family flat whilst having the benefit of staff support nearby.



### Promotion of Diversity, Positive Identity and Potential through Individualised Care

It should be recognised that the population attending the child/ young person special school / college have a range of diverse and complex needs including a continuum from those who are very vulnerable to those who can present with significant challenges to themselves and others.

Children/ young people are placed in the available houses, as appropriate, to meet such diverse and complex needs and ensure their safety and well-being, where possible taking into account appropriate ages and peer group compatibilities.

The main priority however is to meet the individual needs of each child/ young person, on occasions this will influence which home will meet their needs fittingly, as need can take precedence over age. Peers living in different homes can take part in activities with each other due to the flexibility inherent in our service.

The home operates from a non-discriminatory base and attention is given to reinforcing positive images of other cultures and ethnicities.

The home ensures that all staff will take account of issues of race, culture, religion, sexuality, gender, gender identity, linguistic background and disability. Promoting the right approach to equality and diversity is part of the good parenting approach. Staff members are aware of the need to make any discussions age appropriate, providing guidance and to challenge any remarks or behaviour which may lead to oppressive, bullying or discriminatory behaviour.

The young person will develop menus with their staff that promote healthy eating to ensure a good nutritional balance. Individual records are kept to monitor the food intake for the young person on a daily basis. Choices of meals are provided including vegetarian dishes and individual dietary needs met. Likes and dislikes are explored for the young person and they will help to participate in the choice of meals provided. Shopping is undertaken locally and young person will accompany staff with this activity.

Menus are planned in advance and usually prepared by the staff with involvement from the young person, where appropriate/possible. There is the opportunity for the young person to seek an alternative from the planned menu. The home attempts to use foods free from additives and high in sugar. Special diets will be provided as required to the individual need and as detailed in the Health Care Plan.

Meal times are an opportunity for everyone to be together but individual programmes or activities may influence how this is carried out. Where it is assessed the young person has not yet learnt the skills to participate in mealtimes individual programmes will be designed to teach these skills.

### Religion and Cultures

Children and young people are supported to follow their own culture and religion. Children and young people are encouraged to explore and engage in multi-cultural themes, activities and outings and the staff team receive on-going training in equality and diversity. Cultural and religious diets and other dietary needs are met as appropriate. Some children/ young people have special diets e.g. gluten free which are catered for with advice when required from relevant dietician on the appropriate preparation of meals.

Children and young people who wish to worship are supported to attend local churches, mosques and synagogues, as appropriate. We strongly advocate and support children/ young people to experience their own and their family's beliefs.

In order to safeguard and protect children and young people, all staff supporting children/ young people has a duty of care to keep them safe which in some cases may involve restricting their access to some environments

and activities in and out of the Child/ young person Home. The rationale will be clearly stated in the individual's support plan.

We recognise each child and young person's right and needs in respect of:

Protection from abuse and/or significant harm;

- *Privacy and respect*
- *Culture*
- *Religion*
- *Language*
- *Sexuality*
- *Race*
- *Class*
- *Gender*
- *Disability*
- *Education*
- *Health and medical care*
- *Emotional security*
- *Relationships*
- *Equality of opportunities*
- *Talking justifiable risks*
- *Financial*

#### Equality and Diversity

All staff are required to promote equality, dignity and respect. There is an equal opportunities policy, which covers anti-discrimination, and staff have regular training and updates in this subject. We have equality and diversity champions (identified with a specific E&D lanyard) in each setting for children's services to promote the subject and ensure that there is an opportunity for any concerns to be raised and dealt with.

#### Complaints

The Home takes any complaint seriously and takes appropriate action without delay. All complaints are fully responded to within 28 days, Parents are informed of any complaint relating to their Child, Social Services, and Ofsted will be informed as soon as possible.

There is a user-friendly complaints procedure in clear view in all the children's homes. Residents can speak directly with their allocated keyworker or can escalate concerns through their assistant and registered managers. Residents can also escalate their concerns through to the director of care or responsible individual.

Complaints can be channelled directly through the online Ofsted Website.

<https://contact.ofsted.gov.uk/online-complaints>

Ofsted can be contacted through email at [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk) or via telephone on 0300 123 1231

- Childline 0800 111111
- Who Cares– 0500 564570
- Children Rights Commissioner (Rights for ME) 0800 5280731
- NYAS advocacy 0800616101 or 01516498700 or [www.nyas.net](http://www.nyas.net)
- [http://www.barnardos.org.uk/what\\_we\\_do/our\\_work/advocacy.htm](http://www.barnardos.org.uk/what_we_do/our_work/advocacy.htm)

Staff advocate on behalf of the children and young people to ensure their welfare safety and well-being remains 'paramount' and that their rights are being upheld at all times.

Staff are aware of the need of advocacy and how to support the children themselves or raise issues on their behalf; Staff are aware of the internal and external escalation process.

### Safeguarding Children / Handling allegations and suspicions of harm

Seashell Trust Safeguarding Policy and Practice is informed by the 'working together to safeguard children' 2018 framework. Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means: protecting children from abuse and maltreatment. Preventing harm to children's health or development. Ensuring children grow up with the provision of safe and effective care.

The Seashell Trust is committed to protecting children and young people in school, college and its registered children's homes. The Seashell Trust believes that safeguarding and protection for our children/ young people is best done through a series of processes as part of their developmental programme, which addresses:-

- *An awareness of self and others; relationships; vulnerability and self-worth.*
- *Prevention strategies, which encompasses the understanding of right and wrong inappropriate and appropriate behaviours and their consequences.*
- *Investigation into potentially abusive acts and intentions with a view to avoidance of the repetition of the behaviour.*

The children and young people at Seashell rely on the trust respect and decency of the staff as guardians for their safety and protection. All staff working for the Trust have a shared responsibility for the protection and well-being of the children and young people in their care and work together to provide this effectively. We have eight designated safeguarding officers included a dedicated Safeguarding lead Officer.

All staff members attend a wide range of Safeguarding training, and are made aware of the department's obligation to protect children, to promote and safeguard the welfare of the children and young people placed.

Children and young people have a right to protection. It is the responsibility of everyone to ensure his or her rights to this protection. This is especially true in relation to children/ young people with severe and/or complex communication & learning disabilities who, due to their disabilities and multifaceted communication difficulties, are more vulnerable and may be at a greater risk of abuse –

Staff recognise that the children/ young people have a right:

- *to be valued as individuals*
- *to be treated with dignity and respect*
- *to be cared for as Children/ Young people first*
- *to be kept safe*

Staff follow the four R's

1. **Recognise** the signs and indicators of abuse
2. **Respond** as soon as possible
3. **Record** everything you have heard, was said or any actions
4. **Refer** to designated person

All staff at Seashell Trust have 24/7 access to the DSL team

To do nothing is not an option

The staff at Seashell Trust recognise that effective child protection depends not only on a reliable and satisfactory system of co-operation and training but also on the knowledge, skills and judgment of staff who are in contact with the children/ young people.

### **Views , Wishes and Feelings (Regulation 7)**

#### **Key Working/Direct Work**

At a collective level, staff facilitate meetings at which children and young people can make their needs and wishes known, and, as far as they are able, influence the way services are provided. Although these meetings take place on a more formalised way in the bungalow at least once a month daily interaction is undertaken to ascertain their views, wishes and feelings.

At an individual level, it is the responsibility of key workers to ensure that wishes, needs and aspirations are understood and taken into account in daily living and learning. Our speech and language therapist plays a pivotal role in assisting staff to communicate with young people in whichever ways are appropriate.

The role of the keyworker is to ensure the young person's stay at the home goes as smoothly as possible. The keyworker will liaise with the family and other professional agencies to support individual health, education and cultural needs. The planning of targets will be completed in line with the care plan and initial assessments. The keyworker is responsible for ensuring all relevant information is cascaded amongst the team and the family (as appropriate) to ensure all are aware of the individual objectives.

The keyworker will support the young person in the reviewing process, and will ascertain the needs and wishes of the young person through discussion at a level commensurate with the age and understanding.

Keyworkers will undertake regular key worker sessions spending time with their key person identifying significant themes and evidencing progress and outcomes relevant to the young person utilising 'progress evaluation plans' alongside 'direct working recording tools'.

#### **Reviews**

Annually there are a minimum of two formal reviews under the EHCP and Child Looked after (LAC) arrangements. The system provides for full participation of the young person (where appropriate) their families and significant others, where appropriate, in the decision making process with a structured co-ordinated approach in the planning for the young person on an individual basis.

Young people are involved in both LAC and EHCP reviews, at levels commensurate with their understanding and willingness to participate Each Child/ young person has a designated key worker and co-worker both in house and within the Educational setting.

All of our children and young people are invited to engage in questions relating to the quality of care they are entitled to and receive. It is accepted that many of them will rely upon their immediate carers, significant adults,

parents and guardians in their lives to obtain and share/report their feelings. The young person's individual communication strategy will be implemented to support this process.

The service delivers a structured, co-ordinated and consistent approach in the planning of young person care work for individual young people. The young people will be discussed at staff meetings, team around the child, multi-disciplinary meetings, and staff supervision sessions to achieve this.

The quality of service delivered is also monitored on a regular basis by the Registered Manager, Assistant Managers and House managers. The monitoring and auditing takes several forms both internal and external undertaken by the Regulation 44 independent visitor. Their report which includes interviews with children and young people themselves as well as family members and local authority representatives e.g. social workers. Feedback around recommendations will be shared with the designated RM and Senior Care Colleagues and our regulator Ofsted. Such qualitative assurance will also help inform the 6 monthly 'quality of care' Regulation 45 Report.

#### Anti-Discrimination including bullying

We respect the rights of children and young people as set out in the UN Convention on the Rights of the Child and the Children Act (1989). We endeavour to provide an environment which nurtures physical, emotional, social and spiritual wellbeing, and is safe, whilst encouraging young people to take personal responsibility for their actions. Children and young people are helped to respect each other's views and beliefs, and to live together harmoniously, recognising and valuing each other's unique differences.

The home takes a strong stand against discrimination on the grounds of culture, race, religious persuasion, gender, or sexuality and has zero tolerance towards these and any form of bullying in place, be it staff bullying children/ young people, or children/ young people bullying one of their own peers. These policies and procedures are monitored by senior managers and the governing body.

Due to the complex needs and communication difficulties of the children/ young people some may act in an aggressive way, due to anxiety or frustration in an attempt to communicate their needs.

All staff support children/ young people in a caring and respectful manner. Prevention is better than cure and an approach will be used which develops an ethos and attitude of caring and understanding the needs of others.

### Education (Regulation 8)

#### Promoting Educational Achievement

As a children's special school, children and young people are entitled to an extended curriculum designed to support their holistic development. We understand that Children/ young people practice and attain skills both in and out of the school/ college environment.

All staff work closely together and with other professionals and parents/ carers to ensure that therapy, communication and behaviour support programmes are consistent in all areas.

Residential staff, children and young people (where appropriate) liaise with school staff to set and monitor targets to develop independence and life skills, which are shared through the curriculum and extended curriculum. Progress evaluation plans are used to highlight targets and objective relating to outcomes as identified within EHCP plans and IEP's

This allows students to develop to their full potential by offering an inclusive curriculum which is characterised by breadth, balance, relevance, differentiation, progression and continuity

Each student at the Early Years Foundation Stage and Key Stages 1-4 has the opportunity to follow a variety of subjects which include the following areas of learning:

- Communication
- Literacy and Numeracy
- Knowledge and Understanding of the World
- Creative Studies
- Personal and Social Development
- PE/Sport/Mobility

With each student at Post 16 having the opportunity to follow a destination led course which includes the following areas of learning:

- Vocational
- Work Experience
- Leisure
- Personal and Social Development
- Functional Skills
- Current Affairs

This specific Post 16 curriculum allows school and residence to devise teaching and learning programs designed to meet the needs of individual students' destinations when leaving school and to work in partnership and co-operation with parents, residential staff and other professionals who share the responsibility for the well-being of the individual and the development of self-esteem.

All education health and care plan outcomes are reviewed in a multi-disciplinary fashion and are reflected in our online recording.

We aim to ensure equal opportunity of access to all relevant aspects of the curriculum regardless of the nature and degree of disability gender, race, and culture of each individual. Also to offer each student the opportunity to develop their personality by allowing choice and the pursuit of personal areas of interest.

We will ensure that our children and young people will gain maximum life chance benefit from educational opportunities by helping them to achieve more at school. The Home will provide an environment and culture that values educational learning in its broadest sense with staff support.

## **Enjoyment and Achievement (Regulation 9)**

### **Leisure and Activities**

The social development of children and young people is promoted at all times but this may not always be through social interaction with peers since many of our children find interaction very difficult.

Forcing or contrived social interaction can raise anxiety levels and staff are trained to make judgments as advocates but also to seek to support Children/ young people to make choices about their own activities. Children/ young people are encouraged to develop hobbies and interests and make friends both in and outside the home.

We encourage children/ young people to enjoy as many experiences, leisure, recreational activities and hobbies as possible. Currently activities on offer include:

- *Bikes, including the use of adapted bicycles*
- *Archery – supported by a qualified instructor*
- *rebound (care staff are trained in this area)*
- *Climbing club - an indoor climbing wall supported by qualified instructors*
- *Swimming - Seashell is fortunate to have both a fully equipped disabled-friendly swimming pool and a hydro therapy pool and all Child/ Young person staff are trained to support the Young people who use it.*
- *Fully equipped disabled friendly gym/inclusive fitness suite on-site, which is the designated disability fitness suite for Stockport and is open to our own Children/ Young people and to groups from the Children's Home.*
- *Art and craft club*
- *After School clubs*
- *Cinema visits*
- *Visits to live entertainment*
- *Restaurant visits*
- *Youth clubs*
- *Walking Club*
- *Discos both on and off site*
- *Youth Club*
- *Holidays*
- *Deaf club (as appropriate)*
- *Church/Mosque, other religious activities as appropriate to the individual*
- *Light rooms and soft play areas*
- *Music club, access to musical instruments.*
- *Therapy Programmes*

All such activities will have individual risk assessments completed by the home, parental and/or social worker consent will be sought where required. There will be effective activity planning evidenced for each young person and progress and achievements will be evaluated and documented.

The Seashell Trust is committed to implementing an active support programme to promote independence for the young people. Active support enables young people to take part in more functional and meaningful activities inclusive or positive interaction and participation. This is a dual supported programme for residents involving the internal educational provision and residential provision.

### **Health and Wellbeing (Regulation 10)**

#### **Promoting Good Health and Wellbeing**

Children and young people who reside at the Home over a 52 week period have the option of registering with a local GP; clinics are also held by a visiting consultant psychiatrist, consultant paediatrician, neurologist, podiatrist and community dentist.

The school has a specialist school nurse who supports the children/ young people during the hours of 8am to 4pm on weekdays.

Trained support staff that have completed an accredited course in the safe storage and administration of medicines and undertake a practical competency course that is monitored by experienced staff and subject to annual refreshers. Children and young people are supported to self-medicate where possible.

All children/ young people staff are trained in emergency first aid and a portion of staff receive 'First aid at Work' training.

All children / young people have individual Health Action Plan produced collaboratively with the specialist nurse, support staff and families.

When children/ young people are ill they are cared for by child/ young person staff in their own home. Staff support children/ young people to access all health care appointments campus or community based the like of hospital, dental and optician's appointments locally.

### Therapies

The children's home offers access to a range of therapies and therapeutic treatments including; hydrotherapy, rebound therapy, physiotherapy, occupational therapy, speech and language therapy, and audiology. Such access is based upon individual assessed needs.

Although we do not have a policy of using specific therapeutic strategies where such interventions are used with individual children and young people these are agreed with placing authorities, specified within individual care and education plans, and delivered under the supervision of a suitably qualified and experienced practitioner.

All or any therapies are agreed from the outset of the placement and in line with the care plan. All staff who deliver such therapies are qualified professional practitioners employed by or commissioned by the charity or staff who are trained, accredited or registered before they offer therapeutic care.

The Seashell Trust employ occupational therapist, physiotherapist and speech and language therapists as part of the specialist support services team. HR complete due diligence under safer recruitment procedures including DBS as well as confirmation upon their qualifications and registrations (annual PIN) to ensure that all staff employed are qualified to the appropriate level. Any external services can be checked on:

HPCP registration <https://www.hcpc-uk.org/check-the-register/register-results/>

NMC <https://www.nmc.org.uk/registration/search-the-register/>

The therapy team – deliver a range of services that the students access mostly through their school or college day. These interventions include – hydrotherapy, rebound, Sensory Integration, independent living skills, AAC support and dysphagia management.

When appropriate the team will work with house staff to deliver these interventions in the residential service, for example during school holidays running specific sessions. Therapy plans are also shared with the residential services and support and advice is available. All Seashell Trust clinical staff have clinical supervision. This could be internal or external support as required.

The Health Action Plans are completed by the Registered Manager and House Managers in collaboration with the Nursing Team.

A formal application (March 2021) to CQC in respect of TDDI registration as a separate community provision has been made.

### HEALTH CARE and ALLIED PROFESSIONALS

Nurses – NMC PIN	2
Lead Practitioner – Mental Health Services NMC PIN	1
Occupational Therapist HPCP and RCOT	5
Speech & Language Therapist HPCP and RCSLT	6



Physiotherapist –HPCP and CSP	2
Audiologist –HPCP	2
<b>Positive Relations (Regulation 11)</b>	
Promoting Positive Behaviour and Relationships	
<p>The home makes every possible effort to maintain a safe and caring environment where all children and young people can flourish. The staff team receives guidance and training in respect of creating a positive environment where relationships are based on trust and respect.</p> <p>The staff team work closely together to ensure each young person is achieving to their own personal highest level. By reaching out to each staff members strengths we are able to use these to fully benefit the children and young people that live and learn at Seashells.</p> <p>The home will provide the children and young people with an established staff team who will consistently provide continuity of care to reinforce positive behaviour and relationships between and through peers and care staff. The staff will be developed to respond appropriately to behaviour and interactional challenges and acquire the skills to manage outcomes positively.</p> <p>Reward systems are tailored to the individual's developmental level, i.e. some young people may require access to an immediate reward for an appropriate response, others may be happy to work with token economy systems to gain larger rewards. The home does not currently operate a sanction procedure, however 'should a consequence of actions' be deemed appropriate during the care planning process, this would be discussed and agreed by all relevant parties, a written individualised procedure devised and signed, including the resident, where possible.</p> <p>This approach is always restorative and applied by staff within the home. We celebrate positive behaviour and recognise where children and young people have managed incidents or difficulties well.</p>	
<b>Behaviour Management</b>	
<p>Seashells has a behaviour management policy in place that clearly sets out appropriate behaviours which are promoted within the children's home and clearly sets out the measures of control, and intervention strategies and approaches that are used in relation to the children and young people placed in the home. The behaviour management policy is regularly reviewed and updated as necessary.</p> <p>All staff are compliant and trained in 'Proact Scipr'. The training is carried out by professional and qualified tutors. Staff attend a 3 day course as part of the initial 2 week induction programme. As a minimum all staff are re-assed in line with Proact Scipr recommendations and requirements with all staff attending annual refreshers</p> <p>Staff are shown the appropriate and safe techniques to use should they need to intervene in a situation with a child or young person. Physical interventions are only used as a last resort and would be reasonable proportionate and absolutely necessary and only when all other courses of action are likely to have failed. This may be to avert <b>immediate danger</b> of personal injury to the person themselves, or another individual, or to avoid serious damage to property. This should only be considered when all other attempts of prevention have failed the likes of de-escalation, distraction, redirection or diffusion.</p> <p>Whenever possible, this should involve more than one residential worker, using minimum proportionate and reasonable intervention, in order minimise risk and to calmly support the person involved.</p> <p>Once a physical or restrictive Intervention has occurred a Debrief is undertaken with the young person with a staff member, who was not involved and ideally within a twenty-four period of the restraint incident but no longer</p>	

than five days after the intervention. This is in accordance with regulation 35 (3) (c), a young person is also offered the opportunity to access an advocacy support this in accordance with regulation 7 (2)(b)(iii)).

Debrief with staff when the use of physical or restrictive intervention has been used, any further training requirements identified are discussed during debrief with management and also within the individual staff members supervision.

All incidents involving physical intervention of children or young people are recorded in a dedicated record of Disciplinary Measures involving restraint and these dedicated logs are available for scrutiny.

Young people can express their views and opinions on the outcomes; this is documented by the young person.

The Registered Manager monitors the records of disciplinary measures and physical intervention to ensure compliance with legal policy requirements, which may identify patterns which may be prevalent.

A positive behaviour support plan (PBS) and risk assessment outlining the preferred supportive strategies for the individual during an incident, is drawn up in consultation with involved persons so that there is consistency in approach to the young person. Risk assessments are routinely monitored reviewed and amended accordingly to reflect incidents.

All interventions are continuously monitored and the resulting data reviewed regularly. Individual care planning (ICP) meetings occur as frequently as required and any decisions made during this are filtered to all key individuals and the young person.

The team record detailed behaviour incident reports via 'behaviour watch'. These reports are routinely reviewed by the registered person and identified deputies.

A monthly incident analysis will be compiled for the individuals ICP during which a detailed examination of the incidents will take place by a multi-disciplinary team, to look at how these situations may be avoided or supported in the future. Following on from this is a review of the risk assessments and current behaviour support plans. The team are trained in the "Pro-Scipr" method which emphasises de-escalation techniques to diffuse situations before resorting to restraint.

An onsite advanced practitioner mental health nurse will be supporting this process alongside oversight from psychiatry.

## Accident, Incident and Body Map Protocol

When was the injury / mark sustained?

### 1) Behaviour Watch – Accident

An accident is an unfortunate event that happens unexpectedly and unintentionally.

### 2) Behaviour Watch – Incident

When there has been an incident resulting in an injury / mark on the child / young person.

### 3) Behaviour Watch – Body Map

Low level marks where there is a reasonable explanation for the mark / injury that is not suspicious.

### 4) Safeguarding Body Maps – Unexplained Injuries

When there is an unexplained injury there must be a conversation with a senior member of staff to determine the next course of action. Senior members of staff must decide whether a safeguarding body map is completed and whether there is a Child Protection or Vulnerable Adult concern.

Employee who witnessed the accident or incident records the details on the Accident / Incident log on Behaviour Watch as soon as possible (during the same shift)  
If there is an observed injury or mark this must be logged on the Behaviour Watch body map located within the Accident / Incident log.

Some events will not result in any visible injuries or marks. In these instances the body map function within the Accident / Incident log on Behaviour Watch does not need completing.

### Peer – Peer incident

1. If the peer causing the injury has sustained an injury this must be recorded on an Incident body map on Behaviour Watch.

2. A Behaviour Watch Body Map needs completing for the peer (victim) who has sustained a visible injury / mark.

Employee who has observed an injury / mark records the details on the Body Map log on Behaviour Watch as soon as possible (during the same shift).  
If a young person / child has been injured in a peer – peer incident and was the 'victim' then completion of a Behaviour Watch Body Map must be achieved as soon as possible (within the shift).

Staff must complete all sections of the form and include the size (in cm's), colour, shape, location in the text box and describe the injury / mark in detail.

If there is any doubt staff must discuss the observed injury / mark with a senior member of staff or DSL.  
Please call 07742 904949.

The Seashell Trust Child Protection and Vulnerable Adults Safeguarding Policy, September 2017 will always be considered should there be any additional safeguarding concerns.

## Contact

The Seashell Trust welcomes and encourages the involvement of parents / carers, relatives and friends in the lives of the Children/ young people. Communication between families and is a high priority and there is a policy and procedure to encourage this, which is monitored by senior care staff to ensure Children remain central within their nuclear and extended families.

The home encourages positive contact between a young person and relatives unless it is detrimental to their welfare. Arrangements for contact should be specified in the young person's care plan and child's placement plan. All the Homes have a telephone and a computer; individuals who wish to maintain contact with family and friends via e-mail or Skype, face time can do so confidentially. Children/ young people are encouraged and supported to phone; email and/or text write letters to their families and friends freely. There are also video conferencing facilities available for Young people who wish to see and speak to their families and friends, and social workers for review purposes.

Seashell's and the placing authority have a duty to promote contact between the young person and those connected with him/her unless otherwise specified by a court order.

The home facilitates for contact with parents, those with parental responsibility, friends, foster carers, social workers

All parents have access to the Homes Inspection Reports and are invited to the child/young person's reviews and planning meetings, unless it is inappropriate to do so. The Social Worker will confirm when it is not appropriate for parents to attend children's reviews and meetings.

The home aims to offer a congenial and welcoming setting for contact visits, with an appropriate amount of privacy. Wherever possible, parents are encouraged to participate in the young person's daily life e.g. shopping for clothes.

Arrangements for contact are made as soon as possible after admission and are sufficiently flexible to enable visits from parents who may live some distance away, or who have irregular working hours. Seashells family service can facilitate overnight stays within the onsite accommodation.

### Protection of Children (Regulation 12)

Please also refer quality and purpose of care (standard 1) for information around safeguarding

#### Children Missing from Care

If a child/ young person goes missing from the home staff will immediately arrange for a search of the premises, site and last known location. The senior staff on duty and the on-call manager will be notified immediately.

If the child/ young person is not found within a short time span, determined by their vulnerability the likes of their level of road awareness, cognitive ability and understanding, likelihood of the child/ young person being lost, history of taking themselves off and returning safely, medication requirements the police will be informed by calling **101 or 999** and speaking with the missing persons coordinator at GMP giving details of the circumstances, a copy of their individual risk assessments and an up to date photograph of the child/ young person to circulate if required.

Each young person's parents, significant others, social worker, placing authority will be contacted. An up to date comprehensive record of the incident will be kept and Ofsted will be informed as per Regulation 40 notifications procedures and protocol.

#### Surveillance Methods

There are electronic gated restricted access to site. CCTV surveillance is used in communal and external site areas. All visitors must report to reception to verify identity and purpose of visit. Identification badges are provided with the visitor's picture. Visitors are chaperoned across the site. Electronic Key fobs to the residential community is only used by those that are authorised.

There is a designated site coordinator providing 24hours cover.

Subject to any requirements for electronic monitoring imposed by a court the registered person will ensure that the purpose of the use is solely for safeguarding and promoting the welfare of the resident.

The measure is no more restrictive than necessary having regard to the residents need for privacy. In these circumstances consent will be sought from the resident as far as practicable taking into account their understanding in addition to the parents and the Local Authority.

We also where appropriate and dependent upon individualised risk assessment utilise audio and visual monitoring of specific children and young people. When the use of monitors is required the parents and social worker always agree it, alongside a specific risk assessment.

Consents and permissions are in place in keeping with our GDPR responsibilities and accountabilities.

#### Fire Precautions

Staff working within the home must follow fire procedures as set out by the company fire policies, procedure and guidance, Children Homes Regulations 2015 Regulation 25.

The evacuation procedure in the event of a fire is positioned visibly within the grounds of Seashell so it can be observed and this must adhered to.

A full copy of all procedures and guidelines are contained within the home together with guidance for checking fire equipment and smoke detectors, fire drills, and visitors in connection with this equipment and servicing.

- Any person discovering a fire will immediately operate the alarm at the nearest point.
- In the event of fire, or the sounding of the warning system, the building must be evacuated via an identified and agreed exit point.
- The designated staff member will check all bedrooms and rooms, after contacting the Fire Brigade by dialling “999”, to ensure everyone has left the building.
- Staff may attempt to tackle the flames with the equipment available until the fire brigade arrives, but

#### **AT NO POINT SHOULD THEY PUT THEIR OWN OR OTHER LIVES AT RISK**

- Details of any sounding of the alarm/fire must be recorded in the fire book
- Each point is tested in turn and a member of staff on duty carries out a regular alarm test.
- All tests are recorded in the fire logbook.
- Fire drills are carried out periodically as per regulatory requirements
- Staff must receive fire training awareness and a regular refresher.

Fire precautions and emergency procedures are in place and monitored by our Health & Safety Manager. The systems in place are regularly monitored and approved by the local fire officer to ensure we meet statutory requirements and best practice.

All staff receive regular training in fire prevention and safety procedures.

Each child/young person has his or her own personal emergency evacuation plan. (PEEP)

Fire precautions and evacuation policies are displayed in each child/ young person house. These are displayed in widget form to enable children/ young people to read them where it is their chosen communication system.

### **Leadership and Management (Regulation 13)**

#### **Staffing Arrangements**

Seashell Trust follows safer recruitment practice for all staff appointments with particular reference to ensuring they meet the criteria for the post, are subject to an enhanced DBS check, have two satisfactory references, including one from their current/last employer and a career history before they are able to commence work with us.

Staff who complete the recruitment process are trained in safer recruitment.

Residential Support Workers are employed by the charity to work in the registered homes to cover day and waking night staff are employed to cover night shifts. There are adequate staffing allocated and deployed on each child's home to meet their needs; these are assessed on an individual and daily basis

It is the case that a significant proportion of children/ young people have 1:1 support and some require 2:1 support for all or some of the time, including sometimes at night.

The child/ young person Houses have variable numbers of children/ young people and are staffed to reflect the diversity of need. Staffing is in place to ensure the children/ young people's needs are met and support is based on an individual basis.

While the Trust makes every effort to allocate child/ young person staff to a particular house they are sometimes required to work flexibly across the residential Home to meet changing needs.

There is a career structure which follows the following pattern:-

- *Residential Support workers*
- *Residential support workers with Additional Responsibility*
- *House Manager/Team Leaders*
- *Assistant Manager*
- *Registered Manager*

The job roles and responsibilities are clearly defined and competency and qualifications are clearly required and documented to move to the next level of responsibility.

The staff group reflects the local community of male and females, people from ethnic minority groups and people with disabilities as far as practically possible. The charity operates an equal opportunities policy on recruitment. The houses have mixed gender staff and have ample opportunities to be appropriately supported and to mix with other staff to provide positive role models in terms of gender, people from ethnic minority groups and people with disabilities so far as possible.

Liaison between child/ young person and education staff is promoted and ensured thorough shared planning. All staff receive supervision at regular intervals and appraisals annually. New staff joining the residential team benefit from supervisions more frequently to ensure mentoring and advice is always readily available during induction.

The Royal School and Children' Home provides 24 hour living and learning, care and support for all children / young people and waking night carers are appointed to all the child / young people's Homes. The night staff give the support specified in the Integrated Support Plan.

The charity employs night coordinators who manage and co-ordinate the night service provided. There are adequate staffing allocated and deployed on each child's home to meet their needs; these are assessed on an individual basis. All night staff uses radios to call for additional help if required and have access to house mobile phones.

### Training

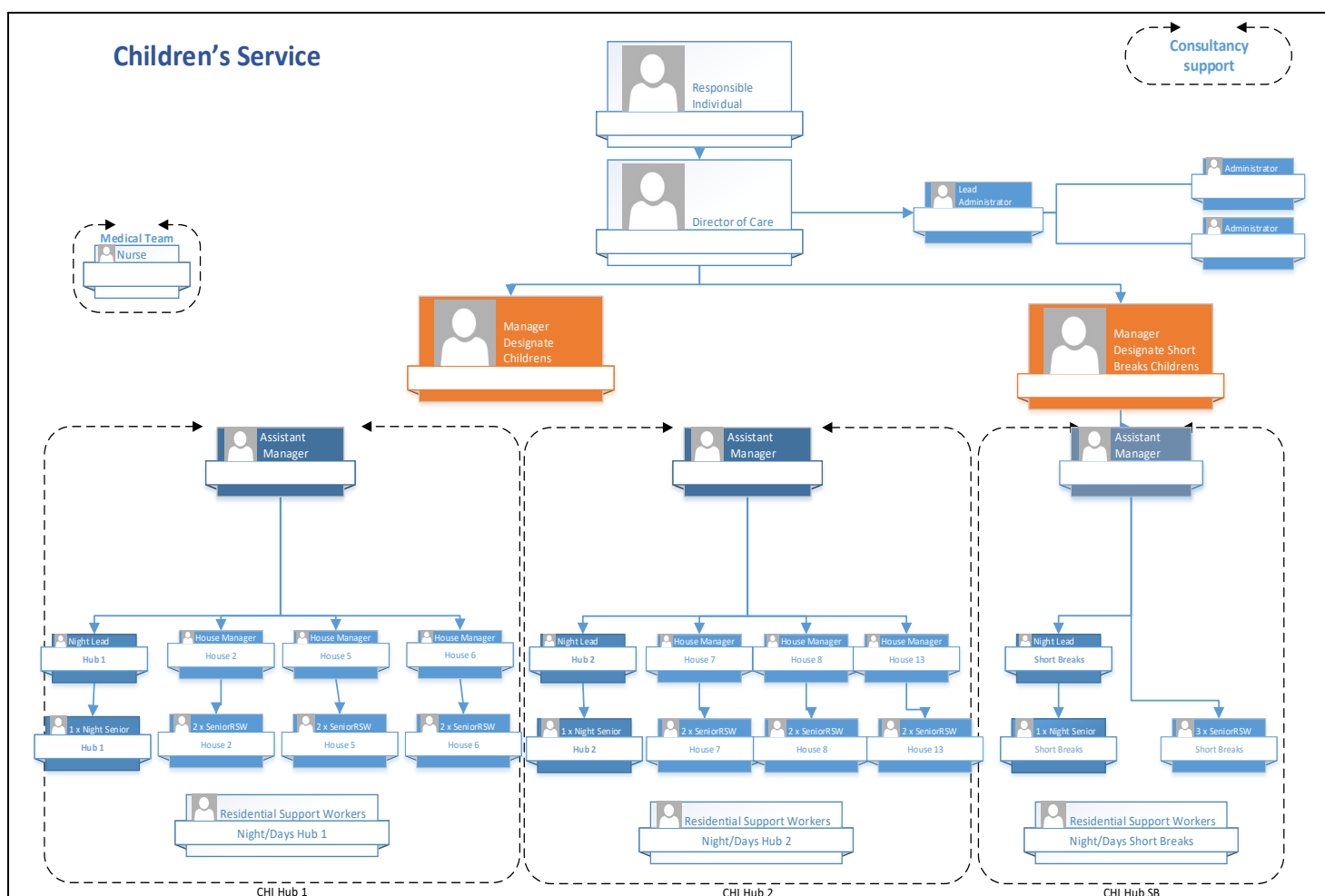
All new staff joining the Trust are subject to a six month probationary period. Thereafter staff who successfully achieve a promoted position or who have been internally promoted to new posts are similarly subject to a probationary period. All staff commencing with the organisation undertake an induction programme period which includes training in behaviour management, moving and handling, health and safety, child protection and safeguarding of vulnerable adults, communication strategies, and disability awareness.

All new members of staff have a one week shadowing period with experienced workers in the child/ young person residential home they have been assigned to; they are then allocated a mentor if required in addition to their supervisor.

During the induction period staff are also supported to complete written academic induction books that cover all the basic information and values the Support Worker needs to operate as a competent worker. At the end of the probationary period the worker attends an internal meeting with their line manager.

The probationary period is extended where necessary and any areas, which may require additional training or support, identified and targets set.

<p>All staff receive training to meet a range of the diverse needs of our children/ young people. All staff are required to successfully complete the Level 3 Diploma in Residential Childcare or equivalent.</p> <p>All Home Managers are additionally required to attain a suitable management qualification in line with current standards. In addition to a diploma's in care, staff are trained in Communication strategies. The speech and language therapists and link worker liaise closely with the care staff to promote the communication development of every child/ young person which is the key focus of our provision.</p> <p>A continuous staff training programme is in place to ensure high standards of practice are maintained in line with developments in care practice as informed by appropriate legislation and Quality Standards and to meet the needs of our particular children and young people.</p> <p>Staff are supported to attend off-site courses including Stockport's child protection training and to access advanced qualifications where appropriate. We have a dedicated Learning and Development Team.</p>
Monitoring
<p>The Home has an unannounced independent regulation 44 visit on a monthly basis. The visit occurs on different days and at different times to ensure that the Homes are managed and staffed appropriately and that the level of care and the environment reflects the needs and the wishes of the Children/ Young people residing there.</p> <p>The regulation 44 reports are sent to the Registered Children's Manager and any issues or concerns are shared acted upon and sent to Ofsted by the Independent (NYAS) Officer. All regulation 45 reports are sent to Ofsted on an Executive summary every 6 months.</p> <p>Parental questionnaires are completed twice per year.</p>
Policies and Procedures
<p>Policies and procedures are in place in line with all relevant legislation. Policies are ratified and reviewed by the governing body of The Royal School Manchester Executive Leadership Team; all procedures are regular reviewed at intervals by the Registered Manager and Director of Care.</p>
Management and Staff Qualifications
<p>The assets of the Home are owned by the Seashell Trust, which is a registered charity and company limited by guarantee. The accountable body is the Board of Governors of the child/ young person special school or college under a scheme of delegation and management from the Board of Directors of The Seashell Trust.</p> <p>The Chief Executive is the Responsible Individual, The Director of Care as a member of the executive leadership team is line managed by the CEO and has oversight of the Children's Young People and Young Adults Care services. There is also a designated Registered Manager of the Children's Home. We operate an on-call system senior leadership and management arrangement covering 24 hours 7 days a week, these responsibilities are carried out by the Directors of the company, Registered Managers, and the Heads of College and School.</p>



Qualifications for the Senior Leadership Team are detailed below:

Staff Name	Position	Qualification
Jolanta McCall	CEO/PRINCIPAL and (RI)	MSc in Ed Audiology, Oxford Brookes University, UK CACDP qualification British Sign Language (BSL) Stage 1, City Lit Institute, London 1st Post Graduate Diploma in Revalidation of the Deaf, University of Krakow, Poland MA Degree in Surdopedagogics, University of Krakow, Poland
John McCaffrey	Director of Care	GTC Registered Teacher NMC Registered LD Nurse Equivalent Degree in Social Science BA Degree in Educational Studies BA Degree in Community Care and Learning Difficulties Professional Studies (NBS) Certificate – Teaching; Management and Counselling TQFE – Community Care Alumni – Windsor Leadership Trust Programme Med SEN (TBC) MBA Educational Leadership (TBC)
Peter Whitworth	Registered Manager Designate	NVQ Level 3 CYP NVQ Level 4 CYP Level 5 Diploma in Leadership and Management



		A1 Assessors Award
Lee Roberts	Assistant Manager	ILM Diploma in Leadership and Management. NVQ Level 3 in Health and Social Care.
Tom Powell	Assistant Manager	NVQ Level 3 in Children and Young People NVQ Level 4 in Health and Social Care NVQ Level 4 in Leadership and Management for Care Services HND in Business Management Level 4 in Special Educational Needs Level 4 in Specific Learning Difficulties Level 3 in Specific Learning Difficulties Level 3 in Education and Training Level 3 in Counselling British Sign Language Level 1 & 2 Certificate in Educational Testing
<b>Residential Core team and Qualifications</b>		
<p>Staff Qualifications can be detailed in the workforce development plan</p> <p>The workforce development plan details information relevant to the experience, qualifications and training compliance for each staff member.</p>		
<b>Nursing &amp; Allied Health Professionals</b>		
Nurses – NMC PIN	2	
Lead Practitioner – Mental Health Services NMC PIN	1	
Occupational Therapist HPCP and RCOT	5	
Speech & Language Therapist HPCP and RSLT	6	
Physiotherapist –HPCP and CSP	2	
Audiologist–HPCP	2	
<b>Staff Supervision</b>		
<p>Within Seashell Trust the primary functions of supervision are personal support, reflection and learning from practice, professional development and mediation. When these areas are focused upon within the supervision process it affords for a workforce that feel supported and are clearer about their roles and responsibilities. Supervision aims to foster staff to be skilful and knowledgeable and ensure they are assisted in their practice by senior experienced staff who offer sound advice, guidance and emotional support.</p> <p>Upon employment and allocation to the home an employee will be allocated a supervisor who is allocated to support and mentor them through the induction process and conduct regular supervision meetings with them.</p> <p>Supervisions should be conducted regularly and in line with regulatory guidance and Seashell Trust departmental procedures. It is essential all workers are aware who their supervisor is and whom to report to should any concerns or issues arise.</p>		
<b>Care Planning (Regulation 14)</b>		
<b>Applications for Placement and Assessment</b>		
Applications for placement are usually made by the child's home local authority, family/ carer or CCG, if continuing Healthcare funding is included.		

The criteria for admission to the Royal School or Royal College must be met in the first instance, if suitability is established designated individuals from the assessment team visit and assess the prospective student within their current surroundings.

The child with parents/ carers then visits the School for their full assessment with the multidisciplinary team:

- Teachers.
- Registered Manager
- Assistive technologies
- Admissions and Assessments.
- Learning Support Assistants/ Residential Support Workers
- Behaviour Management Coordinator
- Specialist School Nurses with Health Care Assistant support.
- Audiologist/ Speech & Language/ Physiotherapist/ Occupational Therapist.

The offer will include an appropriate curriculum and peer group for the child/ young person considered. This is completed by; assembling all relevant information, inviting them to the school for an individual assessment, which will include an opportunity for the child/ young person and to experience time in residence as well as school.

During the assessment process the views of the children/ young people, already residing in the Home are carefully monitored and the impact of a potential new placement on them is integral to the decision. The emphasis is always around ensuring there is a positive, not a negative, impact.

A professional Consensus is sought from within the team to determine whether Seashells is well placed to meet the individual assessed needs. The affirmation, confirmation, and decision of an offer of a residential placement within the Children's Home rests with the Registered Manager.

#### Residential Fee's

Fees for children/ young people vary and are determined by the assessment of individual needs. A fee matrix and IPA (Individual Pupil Assessment) descriptor are available upon request.

#### Preparation for Placement

Before the young person accesses the home, all relevant documents, assessments, young person's history and risk assessments are provided and procedures followed. The young person will be encouraged to bring their personal possessions and photographs to help them settle in. Family (as appropriate) will be encouraged to meet with the registered manager, keyworkers and staff team.

The assessment process will be tailored in every case to meet the individual needs. The Seashell Trust team will only provide a service to young people whose needs we can expect to meet. An integrated support plan placement plan will be devised to include: essential information and identity information (including religion, culture, language), medical, education, emotional/physical and leisure plans, education plan, behaviour support plans, individual care plans (ICP), risk assessments, consent and review records.

Where the child/ young person is unable to express their wishes a circle of support involves people who know the child and young person well to advocate on their behalf as described previously.

Each child/ young person is allocated a key worker and co-worker these are known to the child/ young person, the keyworker will advocate on behalf of the child/ young person ensuring their rights are met at all times.

The young person will be provided with a children's Guide, in an appropriate format, that will help young people understand what to expect from the service. Fire regulations will be explained as soon as possible and information given regarding the complaints procedure; contact telephone numbers for the Ofsted Inspector's office who visits the home.

#### Person Centred Planning

Each child/ young person has an individualised person-centred integrated support plan to which the young person contributes as far as possible through person-centred planning.

The initial support plan is developed using information gathered during the assessment period from parents/families/previous carers and people who know the child/ young person well. These are reviewed and developed further during the child/ young person's first few weeks at the Trust alongside parents and social workers as appropriate.

Where the child/ young person is unable to express their wishes a circle of support involves people who know the child and young person well to advocate on their behalf as described previously.

#### Emergency Admissions

We **do not** accept emergency admissions,