

SEASHELL TRUST
CHILDREN SERVICES
STATEMENT OF PURPOSE

The Quality and Purpose of Care Standard
Regulation 16 (1) - Schedule 1



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Statement of Purpose.

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Quality and Purpose of Care (Regulation 6)


1. Purpose of the Establishment – Overview of Children’s Home

At Seashell the Children’s Home is registered with Ofsted (SC0355188) to provide care and accommodation for children with learning disabilities, physical disabilities and with sensory impairment. The provision consists of 6 detached dwellings - houses: Number 2, 5, 6, 7, 8, and 13 Sir Norman Stoller Way that sit in proximity to each other within a small private cul-de sac.

- Each house can comfortably accommodate 4 children & young people – a total maximum capacity of 24
- These houses accommodate children and young people with ‘low incidence high needs’
- That may be because of an autism spectrum condition, high sensory needs, communication difficulties, severe complex learning disabilities.
- Associated behaviour that challenge may present from their profound learning difficulties, attendant communication disorder, arising from multifaceted combinations of sensory/visual impairment, physical disability, autism spectrum conditions, additional learning disabilities and assessed complex health needs.

All of the children and young people have social care needs. Seashell offers placements to children and young people from local authorities across the UK albeit a predominance from the local Greater Manchester Area.

2. Seashell Ethos, Philosophy and Core Values

Values	How we define them
THE THREE I’s	
Integrity	<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 style="text-align: center;"><i>“Support, respect, open, courageous, honesty, trust.”</i></p>
Innovation	<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>
<p>Involvement</p>	<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> <p style="text-align: center;">Aims and Objectives</p> <ul style="list-style-type: none"> • Children should be happy, healthy, safe from harm and able to develop, thrive and fulfil their potential. • Child-Care should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time. • 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. • Child-Care should be ambitious, nurturing children’s school learning and out-of-school learning and their ambitions for their future. • 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. • 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. • Childcare 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. • Childcare should provide a safe, least restrictive and stimulating environment in high-quality buildings, with spaces that support nurture <i>and allow privacy as well as common spaces and spaces to be active.</i>

3 & 4 Environment – Description of the Home Accommodation including Location

The residential provision of Seashell Trust comprises of six purpose-built houses completed in 2016 situated on an 85-acre site. The Children and young people who live with us also learn with us. 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

Most of the children are looked after and accommodated (LAC), a few have a 'child in need status' (CIN) and all have an education health and care plan (EHCP) residing for the most part on a 52 week, weekly, termly, 38 weekly or another agreed basis.

We provide the children and young people with optimum conditions to maximise opportunities to achieve the best possible life outcomes, coherent communication skills alongside promoting independence in order to reach their fullest potential.

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

The Home operates within a social care model where the children & young people live in a healthy, safe environment where their physical, emotional, and psychological well-being is promoted.

Our provision is enhanced by a team of onsite specialists including Speech and Language Therapy, Occupational Therapy, Audiology, Behaviour Support.

Additionally, they can access allied health and social care services to meet their individual needs either from accessing local mainstream services the likes of the GP practice or internally via Seashell's separately registered community health service (TDDI) Provider ID 1 -10631701224.

The provision 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 (6 houses) sits within the campus alongside our adult residential provision separately registered and 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 boundary 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.

It should be recognised that the population attending the children home and co-educational RSM/RCM 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

The children's home caters predominantly for children and those in transition to adulthood - up to 18/19 years. Careful consideration occurs when deciding where a young person will live with regards to compatibility with

those also living in the home and includes consideration of young people's risk assessments and individual support needs.

Children and 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 considering appropriate ages and peer group compatibilities.

The main priority however is to meet the individual needs of each child and young person, on occasions this will influence and inform decisions about 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 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 who require a low arousal environment and setting. In other houses the décor is more variable and adaptive in order to meet need. Most houses have a sensory or soft room to provide the young people with an environment to meet their sensory needs. Other houses have quiet rooms where young people can relax.

Each child/young person placed has their own single occupancy room with en-suite facilities, 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, computer, games consoles, music and other leisure equipment and assistive technology can be accessed or sufficient personal or communal space to sit and relax.

Each child/young person's residential home has a kitchen and dining area 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. (As below)

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 lifestyle's curriculum.

The Home is within easy reach a wide range of leisure facilities including swimming pools, shops, restaurants, cinemas, countryside/parks for walking, museums, venues, and several mobility or accessible vehicles, to undertake excursions for activities. On site there are opportunities to access swimming, hydrotherapy, indoor gym, climbing, out-door play equipment, cycle park, 3D sports pitch as well as 'creative' hobbies or clubs the likes of Art and Craft

Children/young people are supported to be as responsible as possible for the upkeep of their own surroundings, by carrying out household chores/tasks the likes of tidying up and use of washing machines to

develop self-help skills 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. They can spend extended visits with their child maintaining the familial relationship between child and family. Families have the option of their child staying with them in the family flat whilst having the benefit of staff support nearby.

5 Religion and Culture – Including Promoting Equality & Diversity, Positive Identity and Potential through Individualised Care

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. The Home values cultural diversity and places an emphasis on British values of democracy, the rule of law, individual liberty and mutual respect; by exploring other cultures, a tolerance of those with different faiths and beliefs is promoted. We endeavour to provide a climate within which all young people can grow and flourish, respect others and be respected. 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.

Children and young people are supported to follow their own culture and religion and wherever is practicable, that each young person's religious needs are met. Links with local places of worship and other identified organisations are established as requested by the young person, their parents, or carers. Children and young people are encouraged to explore and engage in multi-cultural themes, activities, and outings.

Cultural and religious diets and other dietary needs are met as appropriate. Some children/young people have special diets whose meals are prepared in accordance with their cultural and faith requirements. (e.g., Kosher) 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.

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 daily. 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 and usually prepared by the staff with involvement from the young person, where appropriate/possible. Some children may require some specialist diet or indeed require PEG feeding or supplements as detailed in their Health Care Plan. e.g., gluten free which are catered for with advice when required from relevant dietician on the appropriate preparation of meals. 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.

Mealtimes 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.

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.

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

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

6. 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 with Social Services and Ofsted also being informed as soon as possible.

There is a user-friendly complaints procedure in clear view in all the children's homes and where appropriate, guidance for young people is presented in a simplified form, created by the Speech and Language Therapists, that includes a pictorial procedure. Young people are actively enabled to share any concerns with whom they choose. Children can speak directly with their allocated keyworker or can escalate concerns through the home manager, assistant manager, registered manager, or independent visitor. Residents can also escalate their concerns through to the director of care or responsible individual.

Recognising the young people's communication difficulties, Seashell welcomes complaints made on their behalf by interested parties

All efforts are made to resolve a complaint with the appropriate member of staff initially; if this cannot be done, the complainant is asked to contact the Registered Manager or Director of Care (RI). A formal complaint will be logged with the CEO of the Trust

An Appeals process is in place for cases where the concern is not resolved to the satisfaction of the complainant. In some cases, such as in child protection issues, there may be a need to pass on relevant information to the Local Safeguarding Children's Board, the child's social worker and the placing Authority.

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 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.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 always upheld in collaboration, engagement and co-production with families, carers and guardians

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.

7. 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 in tandem with '*keeping children safe in education 2022*' (KCSIE).

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, and ensuring children grow up with the provision of safe and effective care.

Staff are aware of their responsibilities to safeguard all children and are trained to respond appropriately and promptly, effectively and sensitively to safeguarding and child protection concerns

The Seashell Trust is committed to protecting children and young people in school, college, and its registered children's residential provision. Seashell has a wide range of policies and procedures to safeguard young people, including Child Protection, Positive Behaviour Support, Bullying, Staff Selection and Recruitment, Health and Safety. Seashell 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, vigilance and professionalism 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. (DSL)

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.

We adhere to safer recruitment guidance and practice and staff are carefully screened before commencing employment: positive references, health assessments and a satisfactory Enhanced Disclosure and Barring Service check ensure that practice is in accordance with the regulatory bodies and the Government's

Safeguarding Children's Strategies. At least one Manager on every interview panel has attended Safer Recruitment Training.

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)

8. Key Working/Direct Work/Reviews

Due to the level of understanding that some of our young people have, it can be very difficult to directly question the young people about how happy they are with their care and education. Consultation for young people at Seashell's Children's Home is therefore provided in a variety of ways.

Wherever possible, young people will be consulted and make choices about the running of their home and their daily routines. We ensure we provide appropriate adapted and individualised communication resources to enable young people to express their views and wishes e.g., Picture Exchange Communication (PECS) or Objects of reference (OR's) We also listen to parents, carers and other advocates on their behalf..

Young people are encouraged to make choices in everyday situations such as what to wear, in selecting preferred leisure activities or through the 'choice' option within their schedules,

We aim to ensure that our young people can make informed choices and are active participants and not passive recipients (i.e., do not simply select any symbol from a choice board because they understand they have to do something). Many of the children and young people who are non-verbal may express their feelings or communicate their preferences through their behaviour.

The children/young people will be discussed at staff meetings, team around the child (TAC), multi-disciplinary meetings (MDT), and staff supervision sessions to achieve this

Staff facilitate meetings monthly 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 in a more formalised way at least once a month, daily interaction is also undertaken to ascertain their views, wishes and feelings.

From an organisational perspective it is the responsibility of the Registered Manager through the operational structures in place via Assistant & House managers to ensure individual key work is undertaken to ensure that wishes, needs, and aspirations are understood and considered 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 in collaboration with the House Manager 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' via 'earwig platform'.

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

Children/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.

Recognisance will be given to The Mental Capacity Act 2005 for children aged 16+ as a legal framework for acting and making decisions on behalf of young adults who lack the capacity to make particular decisions for themselves to ensure decisions are informed in the 'best interests of' the child. The young person's individual communication strategy will be implemented to support this process.

A Parent survey is undertaken annually to gain the views about Seashell Home provision of education and care of those who as parents/carers advocate for their child.

The quality of service delivered is also monitored on a regular basis by the Registered Manager, Assistant Manager and House managers. The monitoring and auditing take several forms both internally and externally

In accordance with Regulation 44 visits, The Independent Visitor will carry out monitoring visits and consider how the views of young people are taken into account by the organisation based on each individual's personal context. The Regulation 44 report includes interviews with children and young people as well as family members and local authority representatives e.g., social workers. Feedback around recommendations will be shared with the designated Registered Manager, RI and Senior Care Colleagues and our regulator Ofsted. Such qualitative assurance will also help inform the 6 monthly 'quality of care' Regulation 45 Report.

9. Anti-Discrimination (including bullying)

All children and young people at Seashell will be made aware of their rights and how to access support, such as the Independent Visitor, their Independent Reviewing Officer (if applicable), Children's Rights Commissioner and Ofsted.

This information is adapted to the young people's level of understanding by our Speech and Language Therapy Team and is visibly displayed around the Homes.

All staff are empowered to act and conduct themselves in such a way as to promote equality and fairness in their actions, relationships and decisions that may impact on the welfare of the young people and their colleagues, this is achieved through a strong commitment to the organisational values: The Three 'I's as set out above

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 children/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.

We place a high value on equality, inclusion and diversity and treat every member of the homes as an individual. In this respect we aim to meet the needs of all by taking into account differences in gender, ethnicity, culture, social and religious backgrounds, as well as ability, needs and learning styles

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

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

Education (Regulation 8)

10. Arrangements for Children to Attend School

The Children who live with us learn with us. All of the children that reside within the children's residential provision also attend the school that is on the Seashell Trust Campus. The Royal School Manchester. All have an Education Health and Care Plan (EHCP).

The educational and residential staff works collaboratively to devise, implement and evaluate integrated education plans throughout the waking day. Appropriate support and monitoring procedures are in place to ensure that this process is undertaken effectively.

Staff ensure that all young people have Individual Education Plans (IEP) and Personal Education Plans (PEP) if required.

Key members of residential staff attend all Children who are Looked After reviews where placement plans will be reviewed and agreed, parent and carers meetings, annual education reviews, PEP meetings and open days.

They will also liaise on a daily basis with the young person's teacher and key education staff to ensure effective communication of information.

All young people are able to stay on at school until the end of Year 14.

We aim to provide a coherent, progressive, broad, balanced, and ambitious curriculum that offers a range of experiential, memorable learning experiences for the individual. Through the Curriculum and through Key Skills we will deliver a customised curriculum that will enable the children and young people to enhance their skills and opportunities for life.

Historically we have followed the National Curriculum teaching subjects in a more discrete format. However, recent changes in government and up and coming policy changes have allowed us more freedom to create our curriculum specifically around the learners at Seashell This enables our curriculum to be more meaningful and engaging for each individual.

Transition plans are put in place to help children/young people adjust to their new home, school, college in readiness for young adulthood and for when they are leaving care or moving on into other settings. During these transitions, relevant professionals meet to identify who would be best placed to lead on the transition to achieve as least disruption as possible for the child/young person. Transition plans are child specific acknowledging the individual needs of each child and recognising some children may need longer more intense transitions to help them settle into education.

11. Promoting Educational Achievement

As a Non-Maintained Independent children's specialist school, children and young people are entitled to an extended and 'waking' 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 objectives relating to outcomes as identified within EHCP's 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.

Many have very limited language, and some are often completely non-verbal, so communication and interpreting information is a huge challenge for them. Largely because of their learning and communication difficulties, our pupils display a range of interactional challenges and behaviours, and they are not able to access the kind of learning that would enable them to reach age related standards. All pupils' programmes of learning are effectively out of key stage i.e., at least one key stage and more below their chronological age - and all pupils are disapplied from end of key stage testing

Nationally recognised measures to assess our children's attainment and progress are incongruent and too limiting insight into how well pupils are making progress. This is because the lack of meaningful norms for the attainment of pupils with severe and complex needs such as ours, and the lack of meaningful and robust consistency in definitions of pupils' needs, makes judgements about how well pupils are doing extremely difficult

Learning is more meaningfully measured in terms of progress against relevant personal indicators and outcomes (KPI's) relating to a range of learning outcomes we value. These are set out in pupils' Individual Education Plans, Care Plans, Positive Behaviour Support Plans, annual review recommendations and reviewed by staff and with parents at the Annual Review.

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.

The Waking 24-hour Curriculum ensures continuity between learning that takes place in class in the daytime and in the residential house in the evening and weekends.

Of note is the progress in communication made by all pupils generally through the use of a total communication approach including signing (Makaton), the use of visual communication aids and choice boards, specific software and devices, social stories and pictorial schedules. Although some pupils also progress very well with their verbal communication skills.

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. We also aim to support the development of children and young people's personal identity 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)

13 Leisure and Activities

The academic curriculum and the waking day curriculum provide young people with a programme of learning which is individualised to meet each young person's needs and build on their strengths and interests. To support young people's social skills development as well as enriching the curriculum and facilitating integration into society we seek to provide opportunities to learn, play, create and socially interact with peers within and across Seashell Children's Homes, staff and also the wider community.

The education programme includes planned, timetables with daily evening sessions offering a range of activities tailored to meet young people's needs and interests.

Undertaking learning and social activities within their residential house, young people are supported to develop a sense of family and community. Activities are undertaken individually or in small groups or as a house group and encouraged to follow hobbies and take part in recreational, social and fun activities with their peers. These activities can be broken down to identify softer targets, where learning is evidenced in Personal and Social Development, Wider Key Skills and Independent Living Skills and this learning is captured on the 'Earwig' platform.

A wide range of facilities onsite are provided for young people including facilities for art, cooking, music, swimming, computers, multi-sensory rooms and equipment to support physical exercise and outdoor play as well as vocational and leisure 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 on and off campus. Young people regularly use the local and wider community amenities to practice, consolidate and transfer skills. Currently activities 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 hydrotherapy 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 and 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 children/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)

14 Promoting Good Health and Wellbeing

Each young person will have an assessment of their health needs as part of the admission procedure and a Health Care Plan implemented. This is reviewed annually or when any change in their health needs occurs.

All children who are looked after by their local authorities will have the statutory annual health assessments and outcomes incorporated into their individual health plan. Any Children and young people who reside at the Home over a 52-week period have the option of registering with a local GP practice and access to local dental and optical services. Referral to other specialist health care e.g., CAMHS, physiotherapy etc. would take place through their registered GP. Clinics and surgeries can also be facilitated by a visiting consultant psychiatrist, consultant paediatrician, neurologist, podiatrist.

Staff encourage the young people in relation to healthy eating and physical activity. The young people are supported to understand general health and personal hygiene within their Individual Care Plans.

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 undertake a practical competency course that is monitored by experienced staff and subject to

annual refreshers. Children and young people with sufficient understanding and competence are supported to self-medicate where possible and encouraged to administer their own medication following an individual risk assessment.

Any medication prescribed by a doctor is kept securely in a locked cupboard and administered accordingly. Prescribed medication is administered by appropriately trained staff and recorded on appropriate medication sheets located in each home.

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 Plans produced collaboratively with the specialist nurse, support staff and families.

To meet young people's specific health needs, staff may undertake specific additional training and may also support young people in attending consultants or accessing hospitals or other specialist services and only undertake tasks that are delegatable within a social care context having been by competently trained to do so.

When children/young people are ill they are cared for by staff in their own home. Staff support children/young people to access all health care appointments including both on campus or community based such as the hospital, dentist and opticians. Parents are kept informed of all visits and treatments.

Seashell has a separately registered community health team (TDDI) under CQC

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.

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 employs occupational therapists, physiotherapists 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:

HCPC 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.

Clinical supervision is undertaken by an external supervisor at regular intervals through the year.

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. This could be internal or external support as required.

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

All LAC young people have LAC Medicals undertaken within statutory timescales and undertaken by a suitably qualified LAC Nurse.

Positive Relations (Regulation 11)

15 Promoting Positive Relationships

The Seashell Trust welcomes, encourages and fosters the involvement of families, parents or guardians, carers, relatives, and friends in the lives of the children/young people. Relationship between parents and staff is regarded as a partnership and parents/carers and families are involved in discussions at all stages of their child's stay. Children remain central within their nuclear and extended families. Seashell is committed to the Stockport Co-Production Charter and its fundamental values.

Communication between families is a high priority and this is monitored by senior care staff to ensure it is regular, positive, constructive and harmonious.

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 'Teams/Zoom' available for young people who wish to see and speak to their families and friends, and social workers for review purposes. Updates and newsletters as well as photographs are also used to send to parents and carers to show them a range of different activities that they are involved in.

All parents have access to the Homes Inspection Reports and are invited to the child/young person's Statutory Annual and LAC and social care 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, outings, and excursions, attending health care appointments.

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. Seashell's family service can also facilitate overnight stays within the onsite accommodation as described above if this is deemed appropriate amongst all involved with the care planning of their child.

16 Surveillance Methods and Monitoring

In order to safeguard and protect children and young people, all staff supporting children/young people have 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 home. The rationale will be clearly stated in the individual's support plan.

There is electronic gated restricted access to site. CCTV surveillance is used in communal and external site areas to monitor the external perimeter of the homes and the grounds of the school for purposes consistent with security and safeguarding young people. All visitors must report to reception to verify identity and purpose of visit. Identification badges are provided. Visitors are chaperoned across the site. Electronic Key fobs to the residential community is only used by those that are authorised.

Any young person who it is considered through the risk assessment framework would not be at risk of serious harm leaving the building alone will be provided with their own key fob.

The residential and education areas are divided with a system of fences and gates to provide structure and support for young people transitioning around the site and to aid security. There are fences and hedges around the perimeter and inner campus of the site and young people are accompanied at all times by the appropriate number of staff.

The high level of staff to student ratio ensures that young people are carefully monitored and always supported. All young people have 1:1 staffing ratios throughout their waking day. Some young people have additional staff at certain times such as visiting the community. There are waking night staff at night and additional sleeping in staff are available onsite. There is a designated site coordinator providing 24hours cover. In addition, senior members of the DSL & Care Leadership Management Team are on call.

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.

At times, in order to ensure a young person's safety, it may be necessary to limit access to specified areas of the campus and Children's Home unless the young person is supervised by staff (in accordance of Regulations e.g. medication, chemicals, confidential information storage areas, current building works).

The introduction of some methods of surveillance are utilised within the Children's Homes and these are there purely for the purposes of safeguarding and promoting the welfare of the child Regulation 24 (a).

The Placing authority have been notified wherever surveillance is deployed within the homes, as outlined in Regulation 24 (b).

The monitoring and surveillance measure is no more restrictive than necessary having regard to the residents need for privacy, dignity and self-respect as outlined in Regulation 24 (d).

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.

The types of surveillance equipment deployed for example 'Baby monitors' are used for the purpose of monitoring young people who are prone to and known to have seizures, these are deployed only where required and are only deployed during the night, to ensure that we are able to safely monitor young people in relation to a direct risk to their health.

In these circumstances consent will be sought from the resident as far as practicable considering their understanding in addition to the parents and the Local Authority.

All other areas of the homes will remain accessible at all times, this includes bedrooms, dining rooms, bathrooms and kitchens.

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

17. Protection of Children (Regulation 12)

Please also refer quality and purpose of care (standard 1) for information around safeguarding including
Missing From Care (MFC) and Fire Precautions

The home makes every possible effort to maintain a safe and caring environment where all children and young people can flourish.

The home has a range of strategies to support young people in learning to self-manage behaviour. All behaviour is seen as a form of communication and is managed in a positive way, teaching young people to substitute challenging behaviour with more appropriate behaviour and communication and rewarding good behaviour through positive praise. We do not use punitive methods to maintain behaviour.

All young people have an individualised Positive Behaviour Support Plan (PBSP) and Behavioural Risk Assessments including Restrictive Practice Reduction Plans. These plans are reviewed regularly by Behaviour Support Staff, Home Manager, Keyworker, Class Teacher, Therapists, and other allied professionals as necessary.

The staff team receives guidance and training in respect of creating a positive environment where relationships are based on trust and respect. 'Pro-Actscip' is the positive behaviour support (PBS) approach that it utilised within the wider accredited BILD code of conduct and framework

These plans identify both the proactive and reactive strategies to be implemented in relation to challenging behaviours exhibited by individual young people. These plans specify the physical interventions or interventions identified as being the least restrictive appropriate during a behavioural crisis as a last resort to keep the individual and other safe.

All restrictive physical interventions have a Physical Intervention Reduction Plan within the support plan. The plans are routinely reviewed or amended when necessary. Following a review of every incident by the registered manager, or authorised persons, amendments to plans and interventions may also be implemented.

There is a Positive Behaviour Support Co-ordinator and Team who oversee the support and intervention planning, behavioural multi-disciplinary reviews, and the recording and analysis of incidents on the school's behavioural database (Behaviour Watch).

These reports are routinely reviewed by the registered manager and identified deputies with the regulated timescales for compliance with legal policy requirements, which may identify patterns which may be prevalent.

A monthly incident analysis will be compiled for the individuals during which a detailed examination of the incidents will take place at the senior care leadership and management team meeting (SCLMT) and any MDT forums, to look at how these situations may be avoided or supported in the future with a review of the risk assessments and current behaviour support plans if necessitated. Decisions made during this are filtered to all key individuals and the young person as appropriate

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 Seashell.

The home will provide the children and young people with an established and familiar 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.

Reward systems are tailored to the individual's developmental and cognitive 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 operate a sanction procedure, however 'should a

natural 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.

Young people where cognitively and communicatively will be supported to express their views and opinions on the outcomes. 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.

All staff as cited 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-assessed in line with PROACT SCIPr recommendations and requirements with all staff attending annual refreshers.

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 should be reasonable, proportionate and absolutely necessary** and only when all other courses of action are likely to have failed. This may be to avert immediate danger 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. Whenever possible, this should involve more than one residential support worker, using minimum proportionate and reasonable intervention, to minimise risk and to calmly support the child involved.

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 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 in accordance with regulation 7 (2)(b)(iii)).

Debrief (Hot) and structured with staff also occurs 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.

Children and Young People who live with us have very complex disabilities, and in some cases will exhibit self-injurious behaviour. This poses a dilemma for the service in managing the balance between the individuals need for privacy and dignity and the need to maintain safe levels of observation and supervision.

In principle restrictive physical interventions are used reactively however, they may need to be used proactively to keep children safe and to engage them as part of their daily care, activities and routines. This is highlighted in the following regulation:

The Protection of Children Regulation 12. Standard 9.44. (Children's Home Regulations 2015)

All incidents involving physical intervention of children and young people are recorded in a dedicated digital record on 'Share-Point' through Behaviour Watch. These logs are available for scrutiny.

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.

MFC: -

If a child/ young person goes missing from the home (MFC) 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) then 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.

FIRE PRECAUTIONS: -

Staff working within the home must follow fire procedures as set out in the company's 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 be 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 of the children’s houses. These are displayed in widget/symbol form to enable children/young people to read them where it is their chosen communication system.

Leadership and Management (Regulation 13)

**SEASHELL TRUST.
STANLEY ROAD
CHEADLE HULME
SK8 6RQ
TEL: 0161 610 0100**

Registered Charity number: 1092655 | Company number: 04216714

Qualifications for the Senior Care Leadership & Management Team:

Staff Name	Position	Qualification
Bernadette White	Director of Education and Interim Director of Care (RI)	B. Ed (hons) SEN DASEHIC- Diploma in the Advanced Studies of Education of Hearing Impaired Children HE 3 PHSE - (Sexuality and Relationships specialism)
Ben Bainbridge	Registered Manager	BSC Applied Social Studies MA Youth &Community Development JNC Level 5 Professional Youth Work Qualification Level 5 Leadership & Management
Shannen Gonzales	Assistant Manager	BSc in Medicinal and Biological Chemistry 2:1 A Level English Language- B A Level Chemistry- B A Level Biology- C
Adam Heyes	Assistant Manager	BA Hons in Primary Education BTEC Level 5 in Leadership and Management

18. Staffing Arrangements - Experience and Qualifications of staff

Staff Qualifications can be detailed in the workforce development plan and within the WFD [appendix link attached](#).

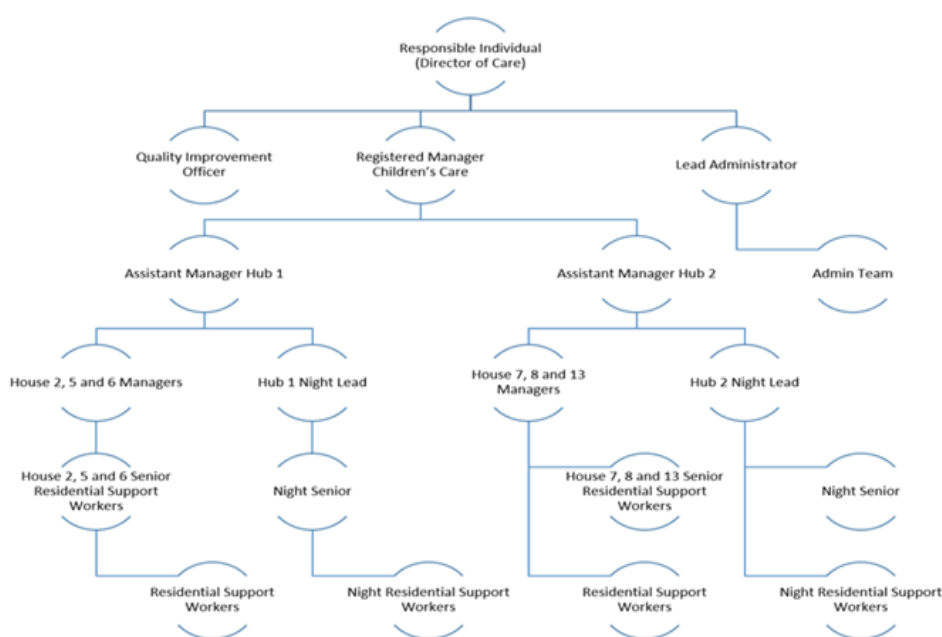
The workforce development plan details information relevant to the experience, qualifications, and training compliance for each staff member. All residential staff members have annual appraisals that identify future learning needs which we endeavour to meet to ensure continuing professional development whilst in their roles.

[LINK to WFD PLAN](#)

Within the residential provision we also have access where needed to the following onsite practitioners:

Nurses – NMC PIN	3
Lead Practitioner – Mental Health Services NMC PIN SWE	1
Occupational Therapist HPCP and RCOT	5
Speech & Language Therapist HPCP and RCSLT	6
Physiotherapist –HPCP and CSP	2
Audiologist–HPCP	2

19. Management and Staffing Structure Residential Children’s Service including Supervision & Training



Seashell Trust follows safer recruitment practice as set out under Schedule 2 Regulation 26, 28 & 32 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 with additional references taken up as necessary from previous work-settings involving looking after children or vulnerable adults and explanation of any noted career history gaps before they are able to commence work with us.

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

There is a high staff to child ratio as per individual assessed needs within the Children's Homes with an additional contingent of staff allocated and deployed in order to flexibly respond to the operational needs and exigencies of the provision.

All are trained to create a consistent team who support the young people. The Residential Care directorate is supported by on-site multidisciplinary and therapeutic professionals and further supported by ancillary and administrative staff including a dedicated Learning and Development team.

The Registered Manager and the Responsible Individual have overall responsibility for Seashell Children's Home.

The Senior Residential Care Management Team also consists of two Assistant Managers, who are nominally allocated to two identified Hubs of three houses. In addition, each of the individual houses has an allotted House Manager.

Residential Support Workers are employed by the charity and rostered to work in the registered home to cover day and late shifts. We have a dedicated waking night staff team employed to cover night shifts.

There is adequate staffing allocated and deployed on each child's home to meet their needs; these are assessed on an individual and daily basis within operational demands to ensure sufficiencies. 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 and whilst supported within the wider community.

The homes have variable numbers of children/young people with an optimum of three and are staffed to reflect the diversity, dependency, and acuity of need. Staff undertake additional competency training to ensure the children/ young people's needs, care plans and outcomes are met.

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 provision to meet changing needs.

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

- Residential Support workers
- Senior Residential Support workers
- House Manager
- Night Team Leaders & Night Seniors
- 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.

Liaison between children's staff and education staff is promoted and ensured through shared planning.

All staff receive supervision at regular intervals as per the regulatory guidelines and appraisals annually.

SUPERVISION

Supervision is provided for all staff according to our policies and in accordance with regulations. Supervision is undertaken using a variety of formats including one to one supervision from a senior member of staff, team meetings, debriefs and appraisals.

We have added a compulsory discussion into supervision that incorporates safeguarding and also a discussion relating to the Children's Homes regulations, these will be themed and discussed monthly.

'A primary function of supervision is 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 encourage 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.'

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. New staff joining the residential team benefit from supervisions more frequently to ensure mentoring, and that advice is always readily available during induction.

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

The charity employs night Lead co-ordinators and Night Senior personnel who manage and co-ordinate the night service provided. There is 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 assistance or support if required and have access to house landline and mobile phones and computers.

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.

All staff will have a range of qualifications and experience relevant to their role including residential experience and have attained a relevant NVQ in child care Level 3 or working towards the QCF Level 3/4 Diploma in Residential Child Care or equivalent. All staff receive training to meet a range of the diverse needs of our children/ young people.

All Home Managers are required to attain a suitable management qualification in line with current standards. In addition to diplomas 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.

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.

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 that supports and enables the home to develop with a strong focus on training from induction and ongoing with training through the year and further continuous, personal and professional development are positively encouraged

MONITORING

Through the use of quality assurance tools, regular auditing, monitoring, group meetings and supervision, the Registered Manger maintains an overview of the Children's Home with the assistance of the QA improvement officer. The Home has an unannounced independent regulation 44 visit monthly facilitated under the auspices the National Youth Advocacy Service. 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.

The regulation 44 reports are sent to the Registered Children's Manager and Responsible Individual for comment and any points of note or recommendations are shared and acted upon and sent to Ofsted by the Independent (NYAS) Officer. Regulation 45 'quality of care review' report is sent to Ofsted on an Executive summary basis every 6 months.

Parental questionnaires are completed Annually.

20. How the home promotes appropriate role models of both sexes

The charity operates an equal opportunities policy on recruitment. Seashell and the Children's Homes is one of cultural and ethnic diversity. The houses have a good blend and balance of mixed gender staff. There are opportunities to be appropriately supported and to mingle with other colleagues to provide positive role models in terms of gender, people from ethnic minority groups and people with disabilities so far as possible.

Acting as a positive role model is a key element within our approach in order to support the young people in learning skills such as social skills and independent living skills.

CARE PLANNING (Regulation 14)

21. Application for Assessment and Admission

Enquiries and formal 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.
- Family Services
- 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 residential peer group for the child/young person considered. This is completed by; assembling all relevant information, inviting them to Seashell for an individual assessment, which will include an opportunity for the child/ young person 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 child/young person moving in with 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 Seashell 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.

Preparation for Placement –Admission flowchart available on web-site

Before the young person accesses or is admitted to 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 is tailored in each case to meet the individual needs. The Seashell Trust team will only provide a service to young people whose needs and care plan we can expect to meet.

An integrated support plan & placement plan (IAT) will be devised to include: - key essential information and identity information (including religion, culture, language), medical/health, education, emotional/physical and leisure plans, education plan, behaviour support plans, individual care plans (ICP), resource plans, risk assessments, consent and review of pertinent, relevant documents and records. e.g., EHCP; CAMHS; Social Care reports to formulate both a baseline risk assessment, impact RA

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 then known to the child/young person and the keyworker will advocate on behalf of the child/young person ensuring their rights are always met.

The child/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.

Child 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

Policies and Procedures

Policies and procedures are placed in line with all relevant legislation. Policies are ratified and reviewed by the governing body of The Royal School Manchester Executive Leadership Team and Senior Leadership Team. All procedures are regular reviewed at intervals by the Registered Manager and Director of Care (RI)

Residential Fee

A placement agreement is sent to the referring Local Authority offering the young person a place at Seashell Children's Home. A young person's placement is confirmed in writing by the referring Local Authority.

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

Emergency Admissions

We **do not** accept emergency admissions.