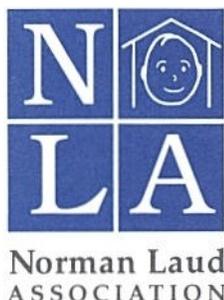


# The Norman Laud Association



## Statement of Purpose Lime Grove House

**Registered Provider:** The Norman Laud Association

**Address:** Lime Grove House Emscote Drive Wylde Green Sutton Coldfield B73 5NE

**Telephone Number:** 0121 3736860

**Email Address:** [respite@normanlaud.org.uk](mailto:respite@normanlaud.org.uk)

**Nominated Individual:** Elaine Mountford

**Registered Manager:** Bhavana Padhiar known as Tina

**Days Closed:** Christmas and up to new year break

**Number of beds:** 4

**Number of day care provision:** 2

Written by Tina Padhiar  
14<sup>th</sup> March 2017

### **Quality and Purpose of Care**

1. We offer a short break service to male and female, with learning disability and or physical disability and Autism. We will provide care and support for young people who have additional health needs linked with a disability i.e. people fed through a nasal tube and peg, people with epilepsy and diabetes.

Short breaks may take the form of occasional or regular overnight stays or weekend stays for 4 young people or a day-care provision for 2 young people.

An overnight stay at the home is from after school until going to school the following day term time or admission at 3.30pm and the day of discharge at 2.30pm during weekends and school holidays. Day care provision is from 9am to 4pm during weekends and school holidays.

The home provides an environment where children feel safe, secure and happy, with the chance to experience new opportunities, socialise, make friends and exercise independence. Emphasis is placed on accessing community based activities whenever possible.

The short break service is provided in an environment of equality, which is accessible, safe, healthy, stimulating and welcoming to all people irrespective of race, gender, disability, sexual orientation, culture, religion, language or age.

Lime Grove House is situated on the same site as our adult home Emscote House.

### **2. Ethos of the Home and Outcomes for Children**

Everything we do is driven by the needs, abilities and aspirations of our young people. We will ensure that the facilities, resources, policies, activities and services of the home remain young person-led.

We will strive to nurture and promote each person's welfare and development physically, intellectually, emotionally, socially and culturally respecting each individual's needs and diversity.

It is our intention to work in partnership with the young person, parents, families, other agencies and professionals whilst placing value on each individual's rights, choice, independence, fulfilment, privacy and dignity.

We will achieve a high standard by ensuring we meet the requirement laid by the Children Home Regulation (England) 2015.

Each young person and their family will receive the following documents:

- Statement of purpose, parent guide and service user guide
- A copy of the last inspection report from OFSTED and other appropriate policies and procedures if requested.

We deliver a service to meet the outcomes laid out by 'Every Child Matters':

- Stay Safe
- Be Healthy
- Enjoy and Achieve
- Make a Positive Contribution
- Achieve Economic Wellbeing.

All children will have a detailed person centred care-plan outlining how each outcome will be met by us.

### **Theory of Practice**

Our ethos and practice is driven by research in practice based theory: Progress Towards Outcomes: Developing a logic model and theory of change – Mary Ryan.

The theory of change helps us to identify and support young people progress:

- It is simple and clear as we identify aims, outcomes and activities, look at measures to measure outcomes and change and benefits or learning outcomes.
- It demonstrates how the work we do has a positive impact on the young people attending the home
- It helps keep the whole service on track as everyone is clear about what we do, how and why.
- It engages staff and makes them focus on what makes a difference for young people.

The children of the home have set outcomes that we aim to strive for and consider our primary focus of young people outcomes-

- To help them learn what's right and wrong
- To help them make friends
- To make it fun
- To help them learn new skills
- Be healthy

We take pride in ensuring we are up to date with current changes in both legislation

and good care delivery. Equality and diversity is also at the forefront of our service delivery and is evident in all our policies and practice.

We will endeavour to reflect the racial, linguistic, religious and cultural diversity of the local community and our young person within the care offered, the facilities and activities provided and the staff group employed, thereby promoting positive images.

### **3. A description of the accommodation offered by the home**

We are a short break home for young people aged between 5 and 18 years of age, and at the discretion of the management it may be possible to continue to offer services to a young person past their 18th birthday until their 19th birthday to support young people when this is part of their transition plan.

Any person aged 18-19 years staying at Lime Grove house will be needs assessed with focus on best interest of child and other individual using the service. A risk assessment will be reviewed to identify the risk and impact of every young adult living at the home on any children at the home. The young adult will have a regularly updated and reviewed moving-on plan and care plan. The management team will ensure that there is not more young adults than children being accommodated within a 12 month period.

The home provides a homely atmosphere in spacious well-maintained surroundings where young people feel happy and relaxed and where the welfare and interests of the young person is paramount. The home has specialist equipment suitable for the needs of the children using the home.

#### **Bedrooms**

The home has 4 bedrooms with an on-suite wet-room bathroom:

1 bedroom with a divan bed which has soft padded flooring which is removable and has a tracking hoist,

1 bedroom has a variable height bed that is suitable for a high enclosures (profiling bed), and ceiling track hoist

2 other bedrooms with an easy to clean divan bed.

All bedrooms contain space for each individual to keep clothes either in a wardrobe or chest of drawers, a comfortable chair and somewhere to lock personal possessions. Bedside lamps are available to those young people who would like them.

#### **Bathroom**

There is a bathroom with a specialist jet bath, shower trolley and a tracking hoist and another children toilet with handrails.

Staff toilet is also located on the ground floor.

#### **Lounge**

There is a homely lounge with a settee, plasma TV and piano. Its modern design and

bright features gives the home the family feeling.

### **Sensory Room**

A multi-sensory room provides stimulation with a bubble tube, fibre-optic tunnel and fibre-optic carpet, projector and fibre-optic lights.

### **Laundry**

The home laundry room is also on the ground floor where a young person will be encouraged to do their own washing and drying, support for the young people will be available as appropriate

### **Garden**

The home has a garden with grass area to sit and have a picnic, garden furniture and 3 outdoor gym equipment: 1 bike, shoulder wheel and an air skier.

Emscote House garden is available to access pending a risk assessment on the day highlighting any risk to the children and service users. The staff from Lime Grove House and Emscote House will be responsible for supervising and supporting their service users.

### **Visitors Rooms**

A visitor's room/meeting room is available on the first floor.

### **Kitchen**

The kitchen has a key coded door and young people are supported to access the kitchen to make drinks, snacks and meals for themselves.

### **Dining Room**

There is a large spacious dining room which has height adjustable tables.

It provides a welcoming environment and ensures that meal times are a pleasant and unhurried occasion providing opportunities for social interaction as well as nourishment.

Meals are served in the dining room. Three full meals are provided each day with the menu changing on a regular basis. All young people are offered a choice. The menu is decided upon by the young person likes and dislikes and is reviewed regularly. All produce is home cooked and sourced locally. Hot and cold drinks and light refreshments are available at all times of the day and night. There is a choice of healthy and nutritious meals and any special dietary requirements as specified by the young person with input and advice from specialist staff and agreed in each young person's care plan. Staff will support and provide discreet, sensitive, and individual help to those young people who need help with eating and drinking

### **Other Facilities**

The dining room has storage for creative play, art, board games and other table top activities. We have an interactive OMI mat which is very popular in the home. iPads, Wii and play- station are also available for young people.

#### **4. Description of the location of the home**

The Norman Laud Association Lime Grove House is located at Emscote Drive, Wylde Green, Sutton Coldfield, Birmingham, West Midlands B73 5JN at the end of a residential area of the Wylde Green on the same location as Emscote House our adult short break home. The home is in walking distance of buses, trains, shops and local amenities.

#### **5. Arrangements for Cultural, Linguistic and Religious Needs**

A young person who wishes to practice their religion, culture and linguistic needs will be given every possible help and facility. In particular we will do the following.

- We will arrange transport to any local place of worship
- If asked to we will make contact or support the young person to make contact with any local place of worship.
- If the young person wishes to have a minister or a member of the relevant congregation visit the home we will contact or support the young person to make contact with the appropriate person.
- We will celebrate all religious celebrations which are significant to the individual young person. Other young people will have the opportunity to participate or not as they wish
- Any cultural and linguistic needs identified will be addressed in the care plan and any identified needs will be actioned.

#### **6. Complaints Procedure**

We have a complaints procedure for young people, parents, carers, students, staff or visitors so that any issues or problems can be dealt with as quickly and as fairly as possible.

Young people and their families will receive a copy of the complaints procedure which is available in symbol form. This can also be accessed by requesting this by email, letter or verbally to the manager.

Anyone making a complaint can be represented by anyone of their choice at any stage of the process. All complaints will be taken seriously and there will be no repercussions.

We will take action on the complaint or explain why we have not taken action within 5 days.

The person or its representative can do the following:

**Talk to the Chief Executive.**

The chief executive will either take action on the complaint or explain to you why they have not taken action within 5 days.

**Talk to the Board of Trustees**

Ask for an interview with the chairperson of the Board of Trustees. This person will talk to you about the complaint within 5 days of getting the request. They will tell you of their decision within 3 days.

**Talk to someone outside the Norman Laud Centre**

You can talk to either:

OFSTED

National Business Unit

Piccadilly Gate

Store Street

Manchester

M1 2WD

03001231231

Your Social Worker

The Young Person's Rights Officer

0121 303 7217/4044

All complaints will be recorded in the complaints register located in the office.

**7. Details of how a person, body or organisation involved in care or protection of a child can access the homes child protection policies and behaviour management policy**

All families are given details of the behaviour management policy and Lime Grove house duty to safeguarding and child protection during induction into the home. The children have the behaviour policy and "keeping you safe" symbol format document which will be read/ shown or given to them during their induction period into the home.

We work in partnership with families, local authorities and professionals involved with an individual child. We will share child protection policies and behaviour management policies if requested by email, letters or verbally.

## **8: Views, Wishes and Feelings**

### **Regular Consultation with Young People**

#### **Involvement**

Young people are involved on a day to day basis regarding the operation of the home and are encouraged to make choices regarding meals and activities as well as choose who they may want to support them with their personal care.

#### **Sort It Out Group**

The home has a group of young people who have named themselves "The sort it out group" This group meets every 4 months to consult with staff about our service delivery, reviewing paperwork and consult us regarding changes and facilities. The group will comment on staff performance to help us evaluate our care practice.

#### **Consultation Group**

This group is aimed for anyone who uses the service. We ask the young people to consult on things they may want at Lime Grove House, guides for young people and consult ideas for improving the service. This consultation will be tailored to the individual needs of the young person and staff will use Makaton, symbols and pictorial aid to consult with them.

#### **Wish Board**

Staff will support young people to put their wishes on the 'heart board'. When young people ask to do something but it isn't achieved due to circumstances it is placed on the board for staff to aim to organise for a future stay. Young people will ask staff to write places they would like to visit and will be taken off the wish board once achieved.

#### **Consultation Plans**

Each young person is allocated a member of the management staff to act as a key manager. The key manager is responsible for seeking the views of the young person, monitoring, reviewing and co-ordinating the placement plans for their young person.

We have 3 different formats of consultation plans which help us collate relevant information about the young people wishes and feelings regarding their stay.

- **Consultation plan 1:** is in symbol format and is devised for the young people to complete themselves or with minimal support from staff.
- **Consultation plan 2:** is devised in symbol format and contains elements and sections for staff to complete by gathering information in staff meeting and looking through records.
- **Consultation plan 3:** is devised for staff to collate information by looking

through records and collate information during staff meetings to gather information on the young person behalf.

The Home Manager has an open door policy and actively encourages suggestions and recommendations from the young people. These suggestions will then be discussed at an appropriate meeting and an outcome agreed.

### **Spot checks**

The management team is committed to seeking views of all the young people and therefore periodically spot checks are conducted by a manager and views and observations of practice are sought and feedback to the staff on duty.

### **Quality Assurance**

To ensure service improvement for young people and families satisfaction surveys are distributed at least yearly, and results are discussed with the young person. Surveys will be sent out to employees of the association and other professionals.

### **9(a)Anti –discriminatory practice in respect to children and families:**

We identify diversity by recognising and valuing of the difference in its broadest sense. Diversity includes all the ways in which people differ which includes the visible ones such as age, gender, race, ability, dress, speech but also personality, socio-economic status, background occupation, health, previous health experience, education, social groups, sexual orientation, cultural beliefs, faith beliefs, expectations, behaviours and morals.

We will work with families and children that promotes:

- Diversity and the valuing of all differences.
- Self-esteem and positive group identity.
- Fulfilment of individual potential.

Whilst at Lime Grove House we will challenge families and children to address threatening, offensive and prejudiced behaviour including domestic abuse, bullying, overtly racist, sexist or homophobic behaviour. We will work with families and children in partnership with social workers and other professionals.

### **9(b) Children's Rights**

Human rights are the basic standard that people need to live in dignity, treated properly and fairly and given the freedom to develop to their full potential and to promote wellbeing. Additional to human rights there are rights that apply to children that the United Nations Conventions on the Rights of the child have defined.

Lime Grove House has a charter of rights, which lists the main but not all the rights of

the young person. Staff at Lime Grove House will make every effort to ensure that the rights are respected and maintained for all young people.

We will adhere to the rights of children, some are listed below.

- **Making sure that children are equal** regardless of their or their parent's race, colour, sex, language, religion, political or other option, national, ethnic or social origin, property, disability, birth and status.
- **Children's best interest:** Decisions are made in the child's best interest when it affects them.
- **Rights to have an identity:** All children must be registered at birth and that they have a name and a nationality and they know who their parent are. This helps exercise their rights to education, housing and other support.
- **Having your opinions heard:** All children must be given a chance to give their opinion when decisions are made that affects them and these are taken into account.
- **Freedom of expression and getting information:** Children are able to get and share information with others , as long as this does not damage others.
- **Freedom of thought and religion:** Children are able to practice their religion, as long as it doesn't cause the child or others any damage or interfere with other peoples rights.
- **Protection from violence, exploitation, abuse and neglect maltreatment:**
  - Children are protected from abuse and special procedures are set to help victims.
  - **Health:** Children must be as healthy as they can be and able to get health care.
  - **Standard of living:** Children have a standard of living that is necessary for their physical, mental, spiritual, moral and social development.
  - **Education:** Children have a right to education.
  - **Rest and leisure:** Children have time for rest and leisure and be involved in cultural activities.
  - **Children with disabilities:** Children with mental or physical disabilities must be supported to live a full and decent life and supported to things independently, and be involved in the community.
  - **Children from minority groups:** Children from an ethnic, religious or linguistic minority groups will be supported by others who are able to use their language and culture of that group.

## **Privacy and Access**

### **Privacy**

Life in a communal setting, and the need to accept help with personal tasks, are inherently invasive to a young person's ability to enjoy the pleasures of being alone and undisturbed. We provide as much privacy as possible for our young people in the

following ways:

- Giving help in intimate situations as discreetly as possible.
- Helping young people to furnish and equip their rooms and to use them as much as they wish for leisure and entertainment.
- Offering a range of locations around the home for a young person to be alone or with selected others.
- Providing locks on young people's storage space, bedrooms and other rooms in which young people need at times to be uninterrupted.
- Guaranteeing young people privacy when using the telephone, opening post and communicating with friends, relatives or advisers.
- Ensuring the confidentiality of all information the home holds regarding a young person.
- Staff will respect children privacy and support the other children living in the home to do so. We will enter bedrooms by permission or by notifying young person we are entering by knocking and waiting before we enter.
- Room searches will be informed or by permission if suspected another child may have left their belongings. Immediate search, where reasonable grounds for believing that there is a risk to the child or another person well-being will be enforced.
- Children will be given an appropriate degree of freedom and choice in relation to day to day arrangements for their care, depending on their individual needs. Where a child's preference are unreasonable or cannot be met for safeguarding reasons, staff will discuss this with the child to help them understand why.
- Children have the freedom to access all communal areas of the building. Children may be supervised when using the kitchen and laundry room to ensure their safety and encourage their independence.
- Adaptions to bedrooms and bathroom ensure all children have access to these areas.
- Children are supported in learning and developing self- help skills appropriate to their ability and understanding with shopping, cooking, personal self- care and house hold tasks.

### **Dignity**

Disabilities can quickly undermine dignity, so we try to preserve respect for our service users' intrinsic value in the following ways:

- Treating each young person as a special and valued individual.
- Helping all young people to present themselves to others as they would wish through their own clothing, their personal appearance and their behaviour in public.
- Offering a range of activities which enable each young person to express themselves as a unique individual

- Compensating for the effects of disabilities which a young person may experience with their communication, physical functioning, mobility or appearance.

### **Independence**

We regard it as all the more important to foster a young person's desire to think and act without reference to another person in the following ways:

- Providing as tactfully as possible support when it is needed
- Maximising the abilities for young people to self-care, for independent interaction with others, and for carrying out the tasks of daily living unaided.
- Helping young people take reasonable and fully thought-out risks
- Encouraging young people to contribute to the records of their own care.
- All young people will have targets to support their learning of independent skills. These are devised with parents, social worker, schools and when appropriate the young person. These are reviewed every 6 months and new targets will be devised once the young person has achieved them.

### **Fulfilment**

We will help young people realise their personal aspirations and abilities in all aspects of their lives by:

- Understanding each young person's history and characteristics.
- Responding to the personal, intellectual, artistic and spiritual values and practices of every young person.
- Respecting our young person's religious, ethnic and cultural diversity.
- Helping maintain existing contacts and to make new liaisons, friendships and personal relationships if they wish.
- Listening and attending to a young person's desire to communicate at whatever level.

### **Communication**

Young people are encouraged to be open and express their feelings and options. Young people often discuss issues with parents/ carers who in turn bring this to the attention of the staff. Effective communication is central to all work at the Norman Laud Centre and such it is essential to access guidance from speech and language therapist. The picture exchange communication system (PECS) and Makaton is used by some young people. All staff receive basic training in implementing these communication methods.

### **Personal Support**

Young people will be able to approach any staff member as well as their key worker with regard to their personal concerns. Young people may choose to speak to other members of staff about issues.

Staff will support young people who wish to access an independent advocate.

### **Sexuality and Relationships**

At Lime Grove House we will endeavour to provide on-going support for young people aged over 16 with their sexual lives.

### **10: Education**

We will ensure that all young people's educational and therapeutic needs are met and supported. The educational attainment of the young person accommodated at Lime Grove House is considered to be important during their stay. However, we also understand that the young person's educational requirements are placed with the young person's parents or carers i.e. attending parent's evenings and school events.

We will ensure that effective links are maintained with any schools attended by all young people accommodated at the home.

11. N/A

12. The management team will send copies of the children respite dates to school so transport to and from school is booked accordingly.

Staff will support young people's education in the following ways:

- All young people leaving Lime Grove House in the mornings to attend school will be ready to do so when the school transport arrives to collect them or at the agreed time when parents/carers arrive to collect them.
- When returning from school to Lime Grove House staff will support all young people to complete their homework and will ensure access to a room for study and a computer as appropriate. Staff will read and report back in the young person school diary.
- We will attend education reviews/ education and health care plans and obtain assessments school may have conducted and contribute to the plans and devise targets in relations to their education and health care plans.

### **13. Enjoyment and Achievement**

#### **Social Engagement**

Providing children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interest and skills is paramount.

When young people are admitted to Lime Grove they are asked what activities if any they would like to do. Indoor activities include such things as reading, dressing up, puppet shows, discos, cooking, table top toys, painting, collages, water and sand play. Internet access is available to all young people with the support of a carer if required.

We organise many trips and outings which are optional. Popular activities are the sea life centre, the space centre, bowling alley, swimming, Cannon Hill Park, Sutton Park; ice skating, zoo, the cinema, the local wacky warehouse, MacDonald's and meals out.

The home has a minibus enabling visits to different places of interest. Lime Grove House is easily accessible to local bus and train services and many local facilities are within walking distance.

Staff do recognise that young people have varying interests, abilities and disabilities. Young people are given free choice with the activities they like to do and no pressure is put upon a young person who does not wish to join in, or who may prefer to stay in one of the lounges quietly or in their own bedroom.

We do not aim therefore to provide a totally risk free environment though we take care to ensure that young people are not subjected to unnecessary hazards.

We recognise that informed risk taking is a vital and often enjoyable part of life and of social activities and that some young people will need to take risks in order to develop themselves.

## **14: Health**

### **Personal Health Care/ Medication Needs**

We work in partnership with school, GP's and Consultants to provide detailed guidelines for personal health care. The home will:

- Produce with each young person, parents, consultations, social workers and others involved in health care a detailed health care plan. This will be regularly reviewed. We will contribute to continuing assessment and progress development. We will contribute and follow education and health care plans for those young people that have one.
- Health care plans will consist of the health needs of the young person, prescribed medication, PRN medication, allergies the young person may have, epilepsy protocols, enteral feeds protocols, oral suction protocols. These will be reviewed at least every 6 months or as deemed necessary.
- Establish and carry out procedures for the administration of the young persons medication or self-administration
- Where periodic medical support is required, trained professionals are called.

- Staff will be trained in safe procedures of medication, epilepsy management, enteral feeding, oral suction procedure and first aid and will receive refresher courses as deemed appropriate. We will monitor staff competency through staff meeting, supervision and assessments.

### **Administering Medication**

If young people require medication (whether regularly or as a result of an infection etc) staff have to follow policies, and so, medicines can only be administered if they have an up to date and signed/ verbal consent. A new consent form will be sent home in the young person's bag after each stay. If a young person has specific health needs, we will work with all relevant health professionals and look for support from the local district nursing team. If we become concerned about a young person's health whilst they are with us, we will contact the parents or next of kin immediately. If they cannot be reached, we will contact the emergency services.

If a young person has sickness and /or diarrhoea prior to their stay with us, they MUST be well for 48 hours before we can admit them. This enables us to have some control over cross infection risks.

### **Staff will monitor and assess the young person's health care needs by :**

1. Monitoring any adverse reaction a young person may get from any medication. During times when young people are prescribed new medication staff will monitor for adverse reactions, effects of the medication both positive and negative.
2. Monitoring and completing epilepsy reports for those young people that have seizures.
3. Monitoring those young people that have enteral feeds in relation to their tolerance to the feeds, infection control and how the young person is managing their regime.
4. Monitoring those young people who suffer from constipation by detailing their bowel movements.
5. Monitoring those young people that are on diet controlled plans.
6. Monitoring all young people's health and well- being, emotional and physical needs and supporting them to live a healthy life style.

We will work in partnership with others and report and share our assessments with families, social workers, schools and other professionals working with the young person.

### **15:Positive Relationships**

Staff will ensure they have a professional and nurturing relationship with the children/ young people to ensure they benefit from mutual respect and trust, develop an understanding about acceptable behaviour and adopt a positive response to the other

children and adults.

The home will be safe, stable, secure and supportive of positive relationships, communication will be positive between the young person and staff, staff and other staff members, staff will challenge negative behaviour to help each child to develop socially aware behaviour. Staff will have an understanding how children's previous experience and present emotions can be communicated through behaviour and will be supported accordingly.

Children are encouraged to make positive friendship with other young people at the home, staff will proactively support this and overnight stays will be booked with their friends when possible. Children will be supported to understand the foundations of a healthy nurturing relationship such as honesty, respect, sharing, tolerance and empathy. Positive behaviours and relationships will be reinforced, praised and encouraged. Any relationship deemed unhealthy will be challenged, monitored and equally supported. If it is deemed detrimental to a child's wellbeing then the child will access the respite dates on different days and they would be supported with this.

### **Families and Visitors**

Young people are given every possible support to maintain the links they wish to retain with their families and friends outside the home, but can choose whom they see and when and where. A room away from the other young people will be provided and access to a telephone will be provided when requested.

If a young person wishes, their friends and relatives are welcome to visit any time convenient to the young person and to become involved in daily routines and activities.

Staff will be vigilant to recognize the signs and provide support to children in danger of or involved in exploitative or damaging relationships with others and where possible prevent these types of relationships by working in partnerships with all professionals.

## **16: Monitoring and Surveillance**

### **Security**

A security pad lock is used to open front door, internal door leading to the staircase and to the gardens. Each member of staff are aware of the codes to open doors which will also automatically linked to the fire alarms. These systems are put in place to ensure the safety of all the young people at the home. They allow the young people much more freedom within the home by alleviating the need for excessive monitoring and they also prevent uninvited persons entering the home. The kitchen has a key coded lock and young people are supported into the kitchen.

## **Surveillance**

Those young people who have severe epilepsy or are prone to self-harming may have an audio monitor in their bedroom so staff are alerted to their activity. This will be agreed by parents, social workers and when appropriate the young person.

## **Protection of Children**

### **Monitoring and Surveillance**

Children have comprehensive risk assessments and care plans detailing the level of monitoring and surveillance appropriate to each individual child. This is balanced with allowing as much freedom of low monitoring as is possible when balanced against the need to protect them/ other to keep safe. No child will be subject to continuous supervision unless deemed in their best interest for that present time. No child will be subject to deprivation of liberty in regards to continuous supervision and control and have no freedom to leave the home.

### **17: Behaviour Management**

Children and young people are encouraged to come forward if they have concerns regarding their stay. Bullying is not tolerated within the home and support is offered by staff. Staff will supervise young people to identify patterns of behaviour and if it is deemed appropriate short breaks will be offered at different intervals for those young people that may be affected by bullying.

Parents are informed of all incidents and with their involvement a plan is devised to address all areas of concerns.

Staff working directly with children/young people will be trained in The Management of Actual or Potential Aggression (MAPA) which is British Institute of Learning Disabilities (BILD) accredited. Their competency is assessed in training and during annual refresher courses. The competency is also assessed after each incident of restraint through report analysis, witness statements and debriefing sessions.

Staff encourage positive behaviour by working in partnership and involving young people, parents, carers and staff in discussions concerned with defining desirable and undesirable behaviour and sanctions used. Children/young people are supported with positive behaviour by praise, encouragement, certificates, stickers and achievable goals. Children/young people who benefit from reward charts will be supported with this.

Children/young people who depend on structure and pre-planning will have an

individual schedule for their day and staff will reinforce visually what is happening to prepare the child/ young person.

Children/young people will be assessed for the appropriate supervision and support to ensure positive outcomes.

Staff will make children/ young people aware of their rights and responsibilities and promote good practice to develop positive self-image and emotional resilience. We aim to reinforce positive messages to children/young people in order to achieve desirable behaviours.

Managers will ensure that staff are familiar with the relevant histories of the children and young people and will take this into account in deciding how to respond to a child/ young person and in making judgements about appropriate interventions. Any staff member demonstrating a poor attitude towards any young person and their presenting difficulties or behaviour will be subject to monitoring and the issues will be addressed during supervision. If appropriate the homes disciplinary procedure may also be instigated.

The young people are encouraged to demonstrate positive behaviour and the home staff provide positive role models to assist with this. Most disagreements are settled through discussion, compromise and mediation. Discipline is used to teach and promote good behaviour.

### **Positive Parenting**

Those children/ young people who do not understand the consequences of their actions will be given a different approach which may include taking the child out of the situation, focusing on the "wants" rather than the "don'ts", using positive simple words with non- verbal gestures.

The following is a list of positive parenting, which may be permissible for some children either before or following undesirable behaviour to help support effective teaching for desirable behaviour.

- Time out for an agreed time in the same room which must be reviewed at least every 5 minutes
- Removal of activity or toy which must be for a short period of time
- Additional staff supervision, which must be close enough to observe behaviour but not to overpower the child/ young person.
- Carrying out limits set and consequences appropriate to the child's age and understanding.

### **Sanctions**

Staff may carry out appropriate sanctions for those children that have an

understanding that the sanction is related to the undesirable behaviour, it must be applied at the time, relevant to the incident, reasonable and carried out at the time as far as possible.

Staff may use verbal intervention by setting limits which are simple and clear, reasonable and enforceable to the individual and which respond to behaviour that may, if not acted upon escalate into a physical behaviour.

All Sanctions will be proportionate and age and understanding appropriate. They will not be excessive and will take account of the nature of the child's/ young person disability.

- Missing out on a planned outing due to undesirable/risk behaviour
- Removal of possessions. This should be usually be as a result of the possessions causing annoyance to others e.g. the removal of a TV late at night when the child is refusing to turn it off or turn it down. Possession should be removed for an agreed reasonable period of time and returned on an assurance of being used considerately.
- The child is removed to another part of the building away from the other young people with staff which must be for an agreed time but reviewed at least every 5 minutes. Staff must document the length of time spent away from group, evidence of time reviewed, evidence of continued time out, total length of time out and debriefing given to the child and support they received to re-integrate back into the group.

All sanctions must be documented.

A list of sanction prohibited are highlighted in the safeguarding young people behaviour management section.

### **Positive Intervention Plans**

Some young people exhibit behaviour that can challenge on a frequent basis and positive intervention plans will be developed by a member of staff in the management team in agreements with parents/carers to support the young person at these times.

The positive intervention plan will detail prevention of behaviour as its key focus. We will carry out assessments regarding re-engineering of the environment, the teaching of new skills and the development of supportive staff responses.

When a situation escalates to a point where a young person is likely to harm either themselves or others, staff will adopt an appropriate reactive intervention approach for which they are trained for.

## **The use of Mechanical Restraint**

Some children with complex care needs, may need to be restrained by mechanical restraint. Any use of such restraint will follow a rigorous assessment process and as with any restraint, be necessary and proportionate. Mechanical restraint may be needed to limit self-injurious behavior of extremely high frequency and intensity. The use of arm splints or cushioned helmets may be required to safeguard children from the hazardous consequences of their behavior. Such devices will be put in place by persons with relevant qualification, skills and experience. Any child/young person requiring mechanical restraint must have this documented as part of the EHCP or education statement.

### **Restraint**

If a member of staff is being held by a child/young person or has come to the aid of another young person or staff that is being held by an individual, he/she is authorised to use the disengagement listed below, for which he/she has been trained and which are non- assaultive. Staff must use either the low, medium or high level of disengagement which is proportionate to the risk behavior.

**Strikes:** A weapon (body part or object) making contact with a target.

- The Punch block
- The Kick block

**Disengagement:** A situation when another person maintains physical contact where there is the intentional or un- intentional risk of harm.

#### ➤ **Low Level Disengagement**

- Grab disengagement
- The Wrist Grab disengagement
- The Choke disengagement
- The Hair Pull disengagement
- The Bite disengagement
- The body grab disengagement

#### ➤ **Medium Level Disengagement-Pull/Push**

- Grab disengagement
- The Wrist Grab disengagement
- The Choke disengagement

- The Hair Pull disengagement
- The Bite disengagement
- The body grab disengagement

➤ **High Level Disengagement-Lever**

- The Wrist Grab disengagement
- The Choke disengagement
- The Hair Pull disengagement
- The Bite disengagement
- The body grab disengagement

**Physical Intervention - Holding**

The restrictive physical intervention listed below can be used if a child/young person has lost or is very close to losing emotional and physical control and is at risk of causing injury to themselves and others or seriously damaging property. They can also be used to prevent a child/young person from leaving a safe area, within the premises and running out into the community which may cause them serious injury.

**Seated Position**

**MAPA low, medium and high level restriction in a seated position.**

**Low Level Holding**-A seated position offers the best options for the child and staff to engage in other communication and non- physical approaches to de-escalate the crisis situation and re-establish Therapeutic Rapport in order to reduce the duration of and risks associated with the use of physical intervention.

**Medium Level Holding-Outside/Inside Technique**

- Staff to place their arms on the outside of the young person's upper body either shoulder or top of arm. Link other arm through the child/young person's arm and hold onto your own wrist.

**High Level Holding-Limit the Range of Motion (safer way to burn off steam)**

- Limiting or restricting the person's movement in order to manage the persons dynamic and prevailing risk. A seated position refers to the use of physical intervention to hold someone in a seated position on furniture or any supportive surface.

**Standing Position**

**MAPA low, medium and high level restriction in a standing position**

This standing position is where staff initially intervene when a person has reached a

point of crisis and is engaging in behaviour that is risky to self and others.

- **Low Level Holding**-A standing hold which can be managed by 1 staff. Staff to encourage the child to move to a supportive surface in order to sit down, or go into a safe room/ place where de-escalation can occur and Therapeutic Rapport can be established.
  
- **Medium Level Holding-Outside/Inside Technique**
  - A standing restraint with two staff one on each side.
  - Staff to place their arm on the outside of the young person's upper body either shoulder or top of arm, link other arm through the child/young person's arm and hold onto your own wrist. Follow the child/young person leads. If they choose to sit down and are still displaying risk behaviour staff should sit down with them. If the child/young person chooses to walk and is still displaying risk behaviour, staff should walk with the young person. **Please Note: The staff member must not be holding on to the child/young person with their hands.**
  
- **High Level Holding-Limit the Range of Motion (safer way to burn off steam)**
  - A standing restraint with two staff one on each side.
  - Limiting or restricting the persons movement in order to manage the persons dynamic and prevailing risk. Follow the child/young person leads. If they choose to sit down and are still displaying risk behaviour staff should sit down with them. If the child/young person chooses to walk and is still displaying risk behaviour, staff should walk with the young person.

### **Medium/High level-**

When using physical intervention, staff must remember that losing one's control and being held by others is a frightening and unpleasant experience. It is likely that at this point in the crisis, the person may shout, scream and swear as well as frantically fight and struggle in an attempt to get free from staff.

The purpose of the physical intervention is to reduce the risk of harm and must be looking at a way to de-escalate the situation, let go and return control back to the child/young person. If the young person tries to drop to the floor, staff must help support/lower the young person down to the floor and then let go.

Staff to encourage the child/young person to move to a supportive surface in order to sit down, or go into a safe room/ place where de-escalation can occur and Therapeutic Rapport can be established.

During the intervention staff will closely monitor the well-being of the young person. When using quiet/ safe areas for young people whilst displaying behaviours the room

should only be shut if the child/ young person is in danger of hurting themselves and others – this should be assessed at the time and documented. At all times a member of staff must be present outside the room. The child/ young person must be spoken to outside the room to encourage them to reach tension reduction.

All incidents of this nature and where physical intervention has been necessary are recorded and analysed. Managers will examine issues of behaviour management and reoccurring behaviour, and early warning signs to mounting tension, which could lead to disruption and aggression. These will be discussed in staff meetings and methods of dealing with them will be developed as a team.

Parents and social workers will be informed of all incidents of behaviour.

A copy of the comprehensive behaviour supportive plan can be found in the policy binder

## **18: Leadership and Management**

### **Staffing and Leadership**

Whilst accommodated at Lime Grove House the young person will be cared for by skilled staff and relationships will be based on honesty and a mutual respect. Staff will lead by example promoting a culture where all individuals value themselves and each other.

We know that the leadership of the home is critical to all its operations. To provide leadership of the quality required, we will do the following:

- Ensure the manager is qualified, competent and experienced for the task
- Create an open, positive and inclusive atmosphere.
- Install and operate effective quality assurance and quality monitoring systems
- Work to accounting and financial procedures that safeguard young person's interests
- Supervise all staff and voluntary workers regularly and completely
- Keep up-to-date and accurate records on all aspects of the home and its young people.
- Ensure that the health, safety and welfare of young people and staff are promoted and protected.
- Development plan to enhance the service

The Home is managed by Tina Padhiar who holds an NVQ 4 qualification.

The registered Responsible Individual is Elaine Mountford who has a Higher Diploma in the Management of Care Services for Residential Registered Managers and is a Fellow of the Institute of Leadership and Management.

Tina Padhiar and Elaine Mountford both work at Lime Grove House, Emscote Drive

Wylde Green, Sutton Coldfield B73 5NE

### **19: Staff Training**

All staff are given regular training both in house and from external providers covering all aspects of the job and staff are encouraged to view training as an ongoing part of their personal development. Some training is mandatory and is organised when all staff can attend. Staff over the past year have received training in Fire, Food Hygiene, First Aid, Lifting and Handling, Epilepsy, Autism, Insulin, Gastrostomy, Blood Borne Diseases, Team Building, Oral Suction, Safe guarding, Child Development, Risk Assessment, Equality and Diversity, Makaton and some staff have taken minibus driving instruction.

Staff are encouraged to obtain a qualification which is relevant to their work.

**For full details of the staff please see appendix 1- work place plan.**

### **Continuous Development**

Lime Grove House is committed to professional development for all staff and recognises that it is essential to enable continuous improvement and organisational change.

We believe that promoting and encouraging staff development improves the quality of care provided to our children/young people using our service.

The primary aim of continuous professional development for the organisation is to identify, support and encourage staff in training and development in a way that gives them job satisfaction and prepares them for career progression by updating their professional skills, knowledge and expertise.

### **20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff.**

#### Staffing Structure

A management committee and full time Chief Executive lead the organisation.

A full time manager manages the home,

A full-time senior deputy manager,

A full time senior supporting manager,

1 full time and 1 part time supporting managers,

1 part time staff development officer,

1 full time service support officer,

A number of full time and part time support workers,

A number of night support workers,

A fulltime admin worker

A part time driver

The staff team consists of some part time, some full time, male and female staff.

There is representation from other ethnic groups on the staff team and some staff speaks languages other than English. The team is diverse regards to age, gender and racial origin.

The home will have a senior manager on shift during 6.30am-10pm at all times. During 10pm -6.30am they will be a waking night staff, an experienced staff sleeping – in on the first floor and a manager on call.

The management team will assess the level of support and needs each child requires and will measure this to determine if the child is supported with a high, medium or low level. Consideration will be taken regarding the support required due to risk behaviour, personal support, accessing the community and hobbies and interest. When devising the rota the management team will ensure the child is supported with the appropriate level and therefore will have more staff allocated to work when supporting children attending on a day care provision.

### **Staff Supervision**

All new staff will receive supervision every 2 weeks for the first 6 weeks of their employment and thereafter supervisions take place approximately 6 weekly, if at any time this has not been possible a form is completed to give an explanation and date of next booked supervision.

Supervisions may take on a 1:1 basis or group situation, when in a group situation staff are asked if they wish to speak with a manger or staff development officer on a 1:1 basis.

The purpose of staff supervision is to support and motivate staff, develop and identify their training needs, receive feedback, discuss and reflect on current policies and discuss any changes to policies and procedures. Supervision also provides a time to discuss any concerns regarding the children/young adults or problems with team relationships.

The staff development officer will seek feedback from managers prior to supervision taking place and will feedback to managers after the supervision has taken place.

All staff have a journal to help them evidence a reflective upon their practice and demonstrate how they are meeting the quality standards for children and young people. Staff will receive feedback on their journal from the manager and staff development officer.

### **21. Descriptions of how the home promotes appropriate role models of both sexes**

We are committed in providing a service which promotes appropriate role models of both sexes. The home has predominately female staff of different age, culture and back ground which provides positive role models for the young people.

We promote both role models by having a culture where we discuss and present influential people around the world both past and present to celebrate achievements. We have books, magazines that promote positive role models. Gender roles are not stereotyped and young people are promoted to achieve their set goals.

**For full details of the staff please see appendix 1- work place plan.**

## **22. Care planning**

The home prides itself in providing a nurturing and supporting environment to able us to meet the children day to day needs and physical necessities in a way a good parent would. We will care for the young person and value them as an individual. We comply with relevant health and safety legislations but without become institutional in our approach.

### **Referral**

The admission criteria state that a young person has to be aged 5 to 18 with a learning and or physical disability or Autism.

Referrals can be made by the local authority or by a parent. Families are able to purchase short breaks; both overnight stays and/or day-care through direct payments or private arrangements. A contract of agreement will be drawn up by the manager of the home.

Following a referral the manager at the home will conduct their own assessment collated from the initial referral and by inviting the young person parents to the home for an initial assessment. During the assessment the manager will match the needs of the individual child to the provision to ensure the home is right for that child and that we are able to respond effectively to the child's assessed needs. After the initial assessment if all parties feel that the placement will benefit the young person and represent an enhancement to their current situation an introductory 'tea visit' will be booked for the young person to introduce them to the setting and meet some of the other young people and staff.

All introductory visits will be planned focusing on the best approach for the young person and therefore can be booked with school during the day so the home is empty or during weekends or after school. Staff will conduct a school visit either before or after a tea visit to gather further information and to support coherent partnership.

Following the first 'tea visit' we will assess if the young person requires further visits. Only when all parties agree that this is a suitable placement following all visits a pre-placement meeting will be booked before their first overnight is booked with the parents, social worker and when appropriate the young person. Consideration will always be taken to ensure the suitability of the new referral is appropriate alongside the other young people using the home.

### **Emergency Admission Procedure**

We will only admit a young person on an emergency basis if it is considered that the needs of the young person will be met without compromise to themselves or to the other young people accommodated.

Prior to admission the needs of the young people already accommodated will be considered as well as the needs of the young person requiring emergency accommodation. When an emergency admission is made, Lime Grove House will inform the young person within 48 hours about the key aspects of the service to meet the admission criteria. A review will take place within 72 hours following admission when it will be considered whether it is appropriate for the young person to remain in the home.

The needs of the existing young people accommodated will always be considered along with the needs of other young people due to use the service.

### **Comprehensiveness Assessments**

#### **Local Authority Assessments**

A social worker/ family worker making a referral will conduct a full assessment with an up to date core assessment to determine if the child will be placed under section 17 or section 20 regulations 48. The young person will have a short break plan or child in need plan meeting before the first overnight stay.

#### **Lime Grove Assessment**

As part of our assessment process we encourage potential young people, parents, school and social worker to share with us as much information as possible about their social, cultural and leisure interests, as a basis for supporting them during the period of residence in the home.

During this period the person's care and support requirements are also assessed and discussed, and developed into an agreed plan. This will include discussion and assessment of any risk to which the young person or staff may be exposed to as a result of making their own choices and decisions.

We will draw up a detailed person centred placement plan tailored to their individual

needs to ensure that the individual's wishes and needs are fully met. The young person will receive the level of staff support that is appropriate to their needs.

The placement plan will set out a clear assessment of the needs of the young persons, the objectives of the placement and how these are clearly met by the home on a day to day basis. The placement plan will ensure we meet the quality standards for the children.

The placement plan includes-

- Health needs and health promotion
- Care needs including safeguarding and promoting welfare and positive behavior
- Physical and emotional needs
- Education needs
- Cultural, religion, language and racial needs and how they are met
- Leisure needs.
- Emergency contact details

A package of support will be provided to all young people, which will include the provision of appropriate day, leisure and recreational activities. Outdoor activities will also be made available to the young person depending on individual choice and limitations through risk assessment.

The placement plan also contains a risk assessment, behaviour plan and any other assessments required.

### **Supporting children with effects of abuse or neglect**

Staff are aware of and able to support needs that stem from trauma, neglect and abuse by listening and offering support. We will work in partnership with other professionals and follow advice and therapy as deemed appropriate. Staff have an understanding on how past experiences of abuse or neglect may manifest itself in the day to day life of the child.

### **Key Working**

Young people will be allocated a key manager. They will keep regular contact with parents to ensure that care plans and all other information are as up to date and relevant possible. The key manager will liaise with other people who work with the young person (teachers, social workers etc.) and will attend and /or arrange short break review meetings. This allows us to provide a consistent approach for young people- e.g. using the same communication system in each setting. The key manager will ask parents for all relevant information including mobile telephone numbers, so that we are able to contact parents or next of kin in case of emergency. If parents have any queries any of the managers at the home will be able to help them.

All short break meetings will be booked 3 months after first start date then 6 monthly. These can be incorporated with the young person's educational review.

### **Supporting Young People Leaving Lime Grove House**

When a young person is placed under a CIN plan staff at the home will remind social worker/ family support workers to approach the adult team at least 6 month before the young person 18<sup>th</sup> birthday. We will book another meeting before the young person reaches 18 to ensure a transition plan is in progress. We will contribute to any transitional support with sharing information, supporting assessments that may need to be undertaken and supporting the young person to understand what is happening and reassuring them. If appropriate we will support young people with introductory visits to their new place.

**This statement of purpose has a staff workforce – appendix 1- available on request**