

Penton House

BASINGSTOKE



Yaffle Care



Yaffle Care

Statement of Purpose

The Registered Manager will ensure that a copy of this document is on display within the home, copies are made available to any adults in the home, any child living in the home, parents, and the placing authority of any child living in the home.

For simplicity and ease of reading throughout this SoP, the term “children” (rather than “children and young people”) has been used.

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Penton House is led by

H Taylor

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This Statement of Purpose has been written to comply with the children's homes Regulations with particular regard to Regulation 16 and matter listed in Schedule 1

16.—(1) The registered person must compile in relation to the children's home a statement ("the statement of purpose") which covers the matters listed in Schedule 1.

(2) The registered person must provide a copy of the statement of purpose to HMCI and make a copy of it available upon request to—

- (a) A person who works at the home.
- (b) A child, or a child for whom accommodation in the home is being considered.
- (c) A parent of a child, or a parent of a child for whom accommodation in the home is being considered.
- (d) A child's placing authority; and
- (e) In the case of a qualifying school, the Secretary of State.

(3) The registered person must—

- (a) Keep the statement of purpose under review and, where appropriate, revise it; and
- (b) Notify HMCI of any revisions and send HMCI a copy of the revised statement within 28 days of the revision.

(4) If a home has a website, the registered person must ensure that a copy of the statement of purpose is published on that website unless the registered person considers that such publication would prejudice the welfare of children in the home.

(5) Subject to paragraph (6), the registered person must ensure that the home is at all times conducted in a manner which is consistent with its statement of purpose.

(6) Nothing in paragraph (5) or regulation 46 (review of premises) requires or authorises the registered person to contravene or not comply with—

- (a) Any other provision of these Regulations; or
- (b) Any conditions in relation to the registration of the registered person under Part 2 of the Care Standards Act 2000.

This Statement of Purpose details all elements of service provision, including the 9 Quality Standards:

- Quality and purpose of care.
- Views, wishes, and feelings.
- Education.
- Enjoyment and achievement.
- Health.
- Positive relationships.
- Protection of children.
- Leadership and management.
- Care planning.

Ofsted (The Office for Standards in Education, Children's Services and Skills) is the regulatory body that Penton House will be registered with, as a children's home. The registration complies with the Care Standards Act 2000 and the Children's Homes Regulations 2015.



Quality & purpose of care

Age group: 8 –18

Gender: Children of all genders.

Primary need: SEMH (Social, Emotional and Mental Health)

Penton House is a residential children’s home soon to be registered for children of all genders aged between 8 – 18 years.

These children may present with complex needs. These needs will usually have arisen from emotional trauma and subsequent behavioural challenges attributed to adverse childhood experiences (ACEs). These may include self-harm, inappropriate sexualised behaviour, attachment issues causing relationship difficulties, substance misuse and frequent absence from home or school. The children we support may have experienced some form of neglect or abuse including all forms of childhood exploitation. As a result, our children may face significant challenges and will need support with the range of complex feelings they experience.

Our home is safe, caring and homely. Each child will be afforded an approach to care that is therapeutically minded, following the key principles of Therapeutic Parenting in an atmosphere of acceptance and kindness where they are valued for being the child they are right now. The overall objective is to provide a home for each child which offers them the opportunity to be a child, thrive, feel safe, secure, valued and respected.

We provide:

- A home for children whose primary need has been assessed as requiring support with emotional or behavioural difficulties
- Bespoke care plans that are child focused and in line with their aspirations and dreams
- Adult support tailored to meet the children’s needs; this will be regularly reviewed throughout the child’s time to ensure that support is empowering rather than restrictive
- Support for children to enjoy visits with their families, loved ones and friends
- A therapeutic parenting approach embracing the principles as set out by experts in this matter
- Partnership working to ensure the best endings for children, whether that be a return to the family home, long term foster home or a move into their own semi-independent home following living with us

- Robust and resilient support with behaviours that the children may present that are difficult for them.
- A committed, dynamic, qualified, and experienced team.

Through our individualised support planning approach, the needs, views, wishes and feelings of the child are paramount. The leadership team and the adults in the home will ensure that appropriate consideration is always given to ongoing risk management with particular emphasis being placed on minimising and mitigating risk, opposed to risk avoidance.

Penton House company values

Our positive culture will create a nurturing home where children feel safe, valued, and empowered to reach their full potential. To equip every child in our care with essential life skills, we ensure they receive care and support that promotes the personal development. To this end, we teach them how to cook, budget, and maintain personal hygiene, understand healthy relationships, stay safe online and in the community, learn how to manage difficult feelings and emotions etc.

We will deliver a therapeutic parenting approach designed to support some of the profound difficulties many looked-after children face. To provide a safe, caring, and nurturing environment where trained and dedicated adults can provide positive remodelling to enable and encourage “children to be children” and help realign the children with the wonders of childhood, free from trauma, abuse, and pressure.

We aspire to leave a lasting, positive impact on each child, supporting meaningful change, no matter how minor it may seem. We are dedicated to nurturing their growth and development, providing a safe and supportive environment where every small step forward is celebrated as a significant achievement.

To evidence our success, we will focus on capturing and analysing the positive outcomes we achieve with each child. By carefully documenting what works well, from daily interactions to long-term strategies, this will help us to identify key factors that contribute to each child’s success. This allows us to refine our approach, ensuring that these effective practices are consistently applied across the home. By doing so, we not only celebrate our achievements but also create an approach that can be adjusted and individualised to benefit every child in our care.

We will:

- Ensure that each member of the team is committed to the progress of each child, understands each child, and understands their role in the child’s life story.
- Build on existing talent, to reinforce effective safeguarding practices, train and individually support each member of the team to develop their understanding of therapeutic parenting
- Ensure that the workforce is trained regularly, using workshops which are up to date, creative, dynamic, and sourced and facilitated in line with the children’s presenting needs
- Build a culture where the child is at the centre of everything we do. Placing their safety, development, emotional, social, and psychological well-being at the centre of every decision, report written and target set.
- Continually analyse both our journey as leaders and the children's individual journeys. This process involves reflecting on our practices, successes, and challenges to ensure that we are providing the best possible environment for safety, growth and development of the children.
- Provide an environment where children learn from the care that they receive rather than through sanctions or punishment for their behaviours.

- Place the needs of the children at the centre of all we do, promoting choice and independence in a home that respects privacy, rights, and dignity.
- Regularly monitor and evaluate the effectiveness of our practices through robust leadership oversight, we will acknowledge areas for improvement and always strive to learn from our experiences.

The aims of Penton House

- To provide a home based on an atmosphere of acceptance of everyone.
- To create an atmosphere where children can learn to value and develop personal relationships by building trust, self-esteem, and mutual respect.
- To provide a child-centred environment to enable children to receive positive role modelling and guidance through continuity of relationships and consistent nurturing.
- To provide a safe, non-judgmental environment to encourage age-appropriate development and positive futures.
- To work in close partnership with external agencies, to ensure the stability and well-being of the children in our home.

The objectives of Penton House

To have in place a committed team of adults:

1. Who can nurture, care and offer support in a non-judgmental manner.
2. Who are aware of professional boundaries and have a good knowledge of child development and child protection.
3. Who create a homely environment, where children feel safe.
4. Who will always act as role models with integrity, honesty and transparency.
5. Who will act as advocates to promote the rights of children; ensuring that they are always involved in discussions and decisions relating to their lives.
6. Who will positively encourage anti-discriminatory behaviours and attitudes.
7. Who will role model how to manage emotions and feelings that may create difficult behaviours for the child.
8. Who will enable children to understand equality and diversity, through child-centred discussions and day-to-day activities.
9. Who are fun, experimental and able to support children to embrace and explore childhood.
10. Who will promote the company and act professionally and responsibly when engaging with stakeholders, contractors, and the wider community.



Overview of the home

Penton House is a comfortable 3 bedroom home:

All areas of the home are decorated and furnished attractively.

The furniture, flooring and soft furnishings have been selected and designed to provide safe surroundings that retain a homely, domestic character.

The children can relax and eat in the pleasant large kitchen dining area equipped with table and chairs. In this area, there are facilities for children to choose their own food and drinks from the fridge and use the microwave and toaster to make snacks independently.

Children will be encouraged to participate in preparing meals, making drinks and snacks, and will be supported to develop and enhance their skills for future independence. Children will also be encouraged and supported to carrying out the washing of their laundry, household tasks and keeping their bedrooms clean and tidy.

The lounge is decorated with a cosy feel with bright welcoming sofas, beanbags, TV, and mustard colour decorations. The lounge will have a good selection of toys, books and traditional games that are regularly renewed and added to as the children express their wishes.

The bathrooms provide showers, baths, basins, and toilets to meet the needs of the children and afford the children privacy when they need it.

The continuous refurbishment and decoration programme ensures that the accommodation is always maintained to a good standard.

All bedrooms are single occupancy. Children will be encouraged to decorate their rooms as they wish. The choice of furnishings and equipment is informed and guided by what the children choose.

Children sleep in single beds and each bedroom has sufficient storage space for clothes and personal items. Each bedroom has soft furnishings of an individual design. Children can decorate their walls with paint, posters or pictures of their choosing supported by the team. Each bedroom has a desk and chair.

We have a small garden space at the rear of the building, which is well maintained and will be furnished with garden furniture, flowers and appropriate garden toys for the children.

During the day each child is supported in the home as agreed in their individualised care plan. At night, children are supervised by a team of at least 1 waking adult and a sleep in.

The home has professionally managed broadband with age-appropriate filters and child protection. The children can access Wi-Fi to support them in their learning and for leisure activities where applicable. Children will have [Qustodio](#) & [Life 360](#) downloaded onto their personal devices to support in keeping them safe online, this app also offers a tracking feature so when out independently the adults in the home can monitor their whereabouts.

The children living in the home are provided with all their bedroom furniture, bedding and towels. Children are also provided with an allowance to purchase toiletries, clothes and shoes.

Children in our home are encouraged to maintain regular contact with their friends and family and will have access to the home telephone.

The children are provided with all meals and snacks. Meals are balanced, attractively prepared and designed to take account of the choices and preferences of the children.

Location of the home

Penton House is in a suburban setting. The location of the home presents no immediate risks regarding train tracks or rivers.

The home has developed a comprehensive risk assessment of the immediate local area (Local Area Risk Assessment), in consultation with a variety of professional bodies including Basingstoke and Deane borough, community Police teams, CAMHS, YOT, YOS, Police CSE and CCE teams, traders and community groups. Additionally, we have collated current government and police crime statistics relating to our local area which has evidenced that the home's location is safe and suitable for its purpose. The Local Area Risk Assessment will be shared with all relevant stakeholders.

The home is within easy walking distance of local amenities and shops within the neighbourhood. Neighbours are comfortable with the locality of the home.

Penton Way in Basingstoke is in the Southeast region of England. The postcode is within the Popley ward/electoral division, which is in the constituency of Basingstoke. The home is in an area where the employment rate is described as one of the larger than average residents' population who are in full-time employment. Many of the houses are owner-occupied, and several are privately rented to families.

For full details of the area, please see the Local Area Risk Assessment.

Culture, languages & religion

We recognise and respect each child's dignity, privacy, diversity, and independence; our team will support children to seek information and advice on all cultures and religions if required.

There are places of worship locally for all faiths and religions and our children will be actively supported and encouraged to continue any religious or cultural beliefs they may have. However, we emphasise that no child will be pressured or compelled to engage in religious practices against their wishes. We ensure that any dietary needs are met.

The home will provide additional support for children with any communication or linguistic needs, these will be met by the provision of translators and ensuring written material is translated into any appropriate language.

We will be proactive in celebrating festivals of various religions to encourage children to embrace diversity, and our current diary of events includes Chinese New Year, Diwali, Easter and Christmas.

We will regularly hold 'Celebrating Diversity' evenings, this will give the children the opportunity to learn about different cultures where they will experience different food, music and games, to support them in gaining an insight into other cultures values and belief systems.

The home will support parents' wishes with regards to religious observance, however, when a child reaches an age where they have an appropriate level of development and understanding, the home will support them in their choice of religious beliefs and observance, or none. This will be discussed with family members and the child's Social Worker.

Complaints & who to contact

When a complaint or concern is raised, children, their advocates and/or the person making the complaint will be kept informed of the process of this and will be advised of our grievance procedure. For children, this will be done in a child-friendly manner. It is the company's policy that anybody who raises a concern or complaint can do so without fear of prejudice or reprisal.

Penton House supports our children's rights to make complaints about any aspect of their care and support whilst living at the home.

Every child and person with any connection to the home has the right to complain about any issues affecting them or the children.

Children will be provided with information on how to raise their concerns or complain in their welcome pack, in the children's guide and on moving into their home. They will be reminded of their rights to complain by their Keyworker and in children's meetings.

Children and others will be provided with information and resources about how to complain to an external organisation should they choose to do so. This includes how to contact Ofsted, the Children's Rights Commissioner, and in the case of children, their Social Workers and Independent Reviewing Officer (IRO).

Free telephone numbers are programmed into the home phone to allow easy access without the need for finances or support from adults. Should the child request adult support this will be given and where possible, the child's preferred adult will fulfil this task.

The home has a procedure for all comments, concerns and complaints. This procedure is shared with the child's advocates and care team upon moving in and a copy of the procedure is sent to significant persons annually or when the document changes or is amended. A copy of this document is available on request. All complaints will be responded to immediately in line with the complaints policy and procedure. The level of complaints will be monitored regularly by the home manager.

QR codes are also displayed discreetly in the home as direct links to raise low-level concerns, complaints or give positive feedback.

Complaints contact details

Registered Manager

H Taylor

07831628066

h@yafflecare.com

17 Penton Way, Basingstoke RG24 9RT

Responsible Individual

Steve Brown

07912694674

Steve@yafflecare.com

Director

Robin Souter (Director)

07900182224

robin@yafflecare.com

Contact details for Ofsted & the Children's Rights Commissioner

Ofsted: 03001231231

Children's Rights Commissioner: www.childrenscommissioner.gov.uk/about-us/contact

Views, wishes & feelings

We believe that every individual has the right to be treated with respect and therefore expect everyone at our home to follow the Equality Act 2010 and behave in a way that does not discriminate against others because of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

- We believe it is our duty to ensure the safety of those within our care and protect them from all forms of harm including abuse, discrimination, and bullying
- All children will be treated with dignity and respect.
- Children will be listened to and provided with the means to communicate their needs, wishes and feelings in their preferred format.
- When accepting a child, we consider their compatibility with other children living in the home including cultural or religious needs and the children's views, wishes and feelings. We address their needs on this basis, considering diversity, and any disabilities they may have and promote and empower them to make life choices at a level of their understanding and ability
- We always advocate on the child's behalf to stop discrimination and make sure the child's needs and wishes are taken into consideration.
- We will ensure that children have access to both independent advocates and visitors if they wish to access these services.

The three main principles are

- Non-discrimination.
- Keeping the child's best interests in mind.
- Hearing the child's views.

Consulting children about the quality of their care

The home is committed to enabling children to develop their personal potential by providing a team who are dedicated to using a child-centred, therapeutic approach in all aspects of their support. We encourage children in our home to recognise their own strengths, individuality and potential for development and independence.

Everyone in the team will be taught to adopt an empowering and therapeutic approach to their practice, which aims to support children in the home to make decisions about their lives and contribute to the way their home is run. The children will be central to the decision-making of the home.

Gathering the children's views, wishes and feelings

Communication

The team at Penton House will always support children to communicate their views and will ensure the necessary means are provided to enable children to do this. Where English is not their first language, or where a learning disability may impact upon their level of understanding and participation, adequate personalised support will be given.

LAC review process

The team at the home are committed to working in partnership with local authorities to ensure that all formal documentation is completed, in a timely fashion on a 6-month basis including care plan records and review consultation papers. Children will be encouraged to attend all meetings about them.

House Take-Away

The team at the home shall support children to participate in 'The House Take-Away' which is a monthly get-together where adults & children can discuss over a shared meal their views, wishes & feelings. Adults ensure that any actions are taken forward and feedback is given to the children about the outcomes of any requests.

Keyword discussions

The Keyworker or a significant other team member will facilitate one-to-one sessions on a frequent basis with the children in line with their aims & objectives as well as any issues they may be facing or lessons that may need exploring at that time. This enables children to give their views and ideas, feel listened to, reflect, learn and tell us about anything they need or want during dedicated protected time.

Care planning

The team will support each child to participate in their care planning by giving input into the monthly review of their care plans. This enables the child to be central to the planning of their care and gives them a voice on the outcomes they wish to achieve and an opportunity to celebrate achievement.

Advocates

All children will have access to an independent advocate should they choose to have one.

Independent Visitors

The adults in the home will actively encourage and support the allocation of independent visitors when children have limited contact with parents or family members.

Managers consultation

The Registered Manager seeks to gain the children's views of the home, and the quality of care provided informally on a regular basis. When a child gives feedback or makes suggestions to improve their experience of our home, we ensure that they are listened to and where possible, changes made to support the child.

Anti-discriminatory practice



- The team is committed to the principles of anti-discriminatory practice and regardless of any child's ethnicity, sexuality, cultural background, gender, or disability; children will be treated fairly, with respect and dignity.
- The team are committed to embracing and observing obligations under The Equalities Act 2010, the Sex Discrimination Act, Race Relations Act, and Disability Discrimination Act as well as other legislation and the spirit and intent of any related codes of practice (e.g., the HCPC code of conduct).
- The home will not discriminate against any individual or group, on the grounds of their origin, race, sex, sexual orientation, age, size, disability, beliefs, or contribution to society.
- Adults will not tolerate actions of colleagues or others which may be racist, sexist, or otherwise discriminatory.

We recognise the importance of children needing to know their rights, for their own empowerment and protection.

The team respects and will advocate for these rights on behalf of children. We actively encourage children to explore the fact that in exercising their rights they also have responsibilities, and to respect the fact that other people also have rights.

Upon moving into the home, children are provided with information about their rights. This information includes their right to access the Complaints Procedure.

The home will, as far as possible, meet the cultural requirements of children, this includes dress, diet, grooming, and cosmetic products.

Children whose first language is not English

We will have access to interpreters, and they in turn will attend meetings with the child (informal and formal), offer support during the education program and act as an independent visitor if required. Documents requiring translation will be made available to the child by using the free-to-use simple online Google translation service which we have found invaluable. Through our anti-discriminatory practice, we will promote the diversity and value of all our differences, promote self-esteem and positive group identity and promote the fulfilment of individual potential. This will be central to our practice and ethos at Penton House.

We consider each child to have the following rights:

- To be protected from harm.
- To be able to express their wishes and feelings in the knowledge that their concerns will be considered.
- To be provided with information about their family and other important people and spend time with them, or be given an explanation of why this is not possible.
- To be advised clearly of what they can do and what boundaries are in place.
- To be provided with education and healthcare that meets their needs.
- To be provided with opportunities to develop their hobbies, skills and interests.
- To be encouraged to participate in making decisions and plans for their future.
- To be prepared for life as an adult with the necessary help available to them while they do this.
- To know who to complain to if things go wrong and for any complaint to be dealt with properly.
- Not to be discriminated against for any reason.

Education



Penton House recognises that a significant proportion of looked-after children residing in children’s homes have special educational needs.

Also faced with significant barriers to learning due to adverse childhood experiences, the children may have poor mental health or have been excluded or been out of education for significant periods.

It may be necessary to address and work through past experiences and present needs before they can positively participate in learning activities and formal education.

Most children will have an education, health, and care plan (EHCP) when moving into Penton House. The team will ensure that any targets and support plans identified within the child’s EHCP are incorporated into their education placement plan and actions related to this plan will be carried out. This will support both the child and team to identify how they can offer individual support to the child and what areas are to be monitored to measure the effectiveness of support. This information will be recorded in the child’s reports for EHCP Reviews.

The child’s key worker will ensure there is good attendance at all education reviews including PEP and EHCP reviews. They will ensure they prepare for reviews by completing any required reports and consulting the child about their views and wishes prior to the meeting. Any changes to the child’s plan will be incorporated into their support plans. We will work in close partnership with external professionals and agencies to provide tailored support for each child. This includes the school SENCo (special educational needs coordinator), virtual school, educational psychologists and teachers.

Supporting children with Special Educational Needs (SEN) requires a thoughtful, multi-agency approach to ensure that all aspects of care and education are consistent and effective. Building strong working relationships with various professionals, caregivers, and educators is essential for meeting the unique needs of each child. To facilitate clear communication and help children express their wishes, feelings, and life choices, we employ a variety of communication tools that are tailored to their individual needs.

Educational arrangements

The arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

Our home is fully committed to valuing and supporting the education of our children. We aim to work in close partnership with local education providers to successfully implement the key measures outlined in the Guidance on the Education of Children and Children in Public Care (2000).

- We have developed an education policy, which clearly outlines the way we intend to promote and safeguard the education of our children.
- Each child has a detailed educational plan which highlights their educational history, specific needs, and aspirations.
- We will create an ethos conducive to educational success, both through raising the expectations of adults and children and through the more tangible conduits, such as buying books and developing reward packages.
- Each child has an EHCP which ensures access and stability in education, to ensure regular, effective liaison between all key stakeholders, to signal any particular need, and to establish clear goals.
- Key Workers take an active interest in children's educational progress, championing their educational needs, celebrating their successes, and ensuring that they have access to the full range of educational opportunities.
- Wherever possible, children will attend local schools or alternative educational provision. The team will provide "in-school" support wherever possible and appropriate.
- If a child is excluded, an educational package will be provided and implemented by our team with the support of their school.
- The team will work closely with the virtual schools and have links with the 'Virtual Heads' for the Basingstoke local authority and for other placing authorities. This would allow for effective partnership working and promoting positive outcomes for our children.
- The team will attend all multi-agency meetings and act as an advocate on behalf of children, and complete any required reports in preparation for education meetings.
- If a child's progress is not in line with their agreed goals and next steps, adults will seek expert advice from education professionals such as the VSH, SENCO, learning mentors, or teachers.
- The home will challenge a child's education or training provider if we do not receive sufficient support for the child to progress, as outlined in their relevant plans.
- The team will support and encourage extra-curricular activities and hobbies to promote enjoyment and achievement outside school hours. There are local clubs and youth groups children can access within the community. These help build children's self-esteem and confidence, whilst providing opportunities to meet peers and make friends of similar ages and interests.

Children have access to a range of educational resources, such as books, local libraries, computers, and educational games to support their learning experience and have opportunities beyond the school day to engage in activities that promote learning.

School attendance & promoting educational attainment

It is recognised that children who are looked after are often disadvantaged educationally because of having had frequent moves to different schools and/or have had long periods out of school.

Therefore, everything possible will be done jointly with schools, local authorities and Education Services for Looked After Children (ESLAC) to ensure that appropriate provision is made, and that each child has an opportunity to achieve their academic potential.

Wherever possible, children will be supported to continue to attend their previous school. Where this is not possible, for example, when a journey of unreasonable length is involved, attempts will be made by working with the Education Authority to identify a suitable local alternative school as soon as possible.

The team will work sensitively with the school and the child's Social Worker to enable the child to overcome any emotional or anxiety issues that may arise around accessing education.



Enjoyment and achievement

Enabling children to take part in a variety of activities that meet their needs, and develop and reflect their creative, intellectual, physical and social interests and skills.

Our children will be fully involved in their own activity planner and the planner will be reviewed regularly. There are various leisure and activity options available, including parks, swimming pools, youth clubs, sports centres, and leisure facilities such as cinemas, theatres, and bowling alleys.

We believe that each child deserves a fulfilling childhood with a variety of leisure activities, hobbies, and holidays to provide them with a range of experiences to build confidence, and self-esteem and provide them with positive memories. Individual talents and interests will be identified and nurtured, with children selecting activities based on their personal preferences and abilities, as is reasonably possible.

All children will have access to the leisure activities that are available in most homes i.e., television, music, arts and crafts, board games, books, game consoles, internet etc. As well as promoting a positive ethos of play, we will encourage participation in age-appropriate hobbies for example swimming, youth groups, football clubs and sports clubs to name but a few. Extra-curricular clubs and activities will also be encouraged and supported, such as musical instruments or sports clubs, individualised according to preference.

Children will be able to enjoy day trips and holidays throughout the school holidays. This would include museums, amusement parks throughout the country, football matches and city visits. Home meetings will be used to plan holidays and day trips to ensure that children are fully consulted. We will have an activities champion in the team to take responsibility for co-coordinating activities, booking holidays, calendar events, and accessing the local community.

When a child moves in, we will seek to clarify the home delegated authority to give consent to school trips, sleepovers or the child's involvement in sporting, leisure and cultural activities. This information will be identified within each child's plans, and appropriate risk assessments will be formulated. We believe in celebrating individual and group achievements along with any significant events that interest our children.

Health & wellbeing

The health and physical development of children will be given high priority and thoroughly assessed as part of the admission process and throughout their time living with us. Children will have regular medical, dental and sight checks in accordance with Children's Homes Regulations.

When moving in, the child, their parents/carers and Social Worker would be asked about their health. We will ask questions about food, specific diets, eyesight, hearing, smoking, disability, illness, medications, friendships, and relationships. We will explore what makes the child happy and unhappy. A health plan will be developed and managed as part of their on-going care plan.

All children will be registered with a local doctor's surgery, dentist, and opticians. Individual healthcare and medical treatments are identified on the child moving in to ensure continuity of healthcare.

Medication and other treatments will not be given without the child's consent and or the consent of those with parental responsibility. Where children are being treated by long-term medication regular reviews will be sought from the general practitioner or medical consultant. When a child refuses prescribed medication, we will discuss the reasons and possible implications with them. One off refusals will be managed through our medication incident process, which includes contacting their GP or 111 for immediate advice. When refusal persists, we will refer the matter to the child's general practitioner for advice going forward.

Health records will be maintained for each child and will include details of any health problems or illness, prescribed treatments, and the administration of and response to medication. Appointments and recommendations for all medical specialists are recorded for the child. We will encourage children to eat a healthy diet, reduce or quit smoking/vaping or using any substances that are a risk to their health, sleep well, and get exercise.

Children will be supported to attend outpatient health assessments or treatment and sexual health clinics and appointments.

We will not allow children to drink alcohol or use substances in the home. Smoking and vaping will be strongly discouraged, and we will offer factual advice and support on cutting down or completely stopping. We will encourage and support children who want to stop smoking/vaping to use the help offered by the Local Health Centre and "Stop Smoking" helpline numbers. We recognise that a lot of children (not only those in care) vape, and we will offer up to date factual information relating to this.

All adults receive training in our procedures for the safe handling, administration, safe storage and recording of medication as part of their induction and formal training.

Mental health

Currently, Penton House does not provide therapy, counselling or any other therapeutic models in supporting children that we are not qualified to deliver.

Children only receive therapy that is specified within their placement plans and agreed with the child's parents and placing authority. All therapeutic services are sourced through CAMHS and external agencies and will be delivered by a licensed or registered practitioner and all registrations are checked against the appropriate professional registers.

Any therapists brought into the home will have current enhanced DBS clearance and they work as consultants. No member of the Penton House team will provide therapy for which they are not trained and supervised. The home does not have internal therapy services but will work with local authorities to source relevant services to meet the needs of the children. Children will not receive therapeutic interventions unless they have been assessed as requiring them by a suitably trained Medical or Mental Health professional.

Children will be supported to access support through Child & Adolescent Mental Health Services (CAMHS) as referred by their Social Worker, GP or direct referral from the home.

The Home will have close working partnerships with the local CAMHS team, and the same teams in the child's local authority, to support children who are directly receiving counselling or therapy from a CAMHS practitioner.

To educate children on the relationship between food, diet, and mental health, we emphasise the critical role that nutrition plays in overall wellbeing. Processed foods, which are often high in sugar and unhealthy fats, can negatively affect mental health by contributing to mood swings, anxiety, and even depression. Children will learn through role modelling to understand how their diet impacts their emotions and behaviour.



Positive relationships

The arrangements for promoting contact between children and their families and friends.

When a child comes to live at Penton House, arrangements are made for them to maintain contact with their parents and other significant people in their lives in the most appropriate way for the child and their family. The arrangements, which will cover home visits, contact by phone, email or post, and family visits from parents to the home, are written into the child's care plan and the team will support the child in preparing for this, according to their needs.

For many children, relationships with family members, previous carers, friends and others are highly valued.

Seeing them can be very important in helping children develop their sense of identity and understanding of their lives.

Within our home, the child's Social Worker will provide us with the necessary information including any assessment of risk for those involved. Visits will be focused on, and shaped around, the child's needs.

The needs, wishes and feelings of the child are equally important when planning visits and will be asked for. This may involve using advocacy or other ways to understand the child's views. It may be useful to find out how they communicate with others (this may include mobile phones or other social networking sites, apps, and consoles) so that this can be taken into consideration and an agreement reached about how to do this safely.

Face-to-face visits will generally be the best way of maintaining relationships, but other means such as letters, phone calls, photograph exchanges, cards etc. can also play a part. We will communicate with the child's Social Worker to explore how electronic communication, such as video calls, can support positive relationships for children. Children are supported to ensure they are safe online rather than this form of contact being avoided.

If it has been agreed that if it is needed, supervision will be provided, with sensitivity to the needs of the child for privacy, balancing any concerns for safety. Transport will be arranged, if necessary, to enable children to make visits home and to other family members and friends, which have been agreed as part of the care plan.

It is recognised that whenever possible, children and children need regular safe visits with family, friends, and significant others.

Building and maintaining positive friendships is important to children and as such, this will be encouraged and supported at our home. We will encourage children to engage in positive peer groups and to visit friends for planned activities, tea, celebrations, and sleepovers and for their friends to visit the home.

The arrangements and conditions surrounding each child's family visits will be incorporated in each child's plan and the conditions will be reviewed at regular intervals. Any restrictions will be clarified to ensure the protection of the child.

Children will be given appropriate practical support to facilitate all visits, whether by coming to the home, telephone, letter, or email. The home has a telephone which will be available to children which would enable them to make confidential and private phone calls to family, loved ones and friends as well as, Social Workers, IROs, Ofsted and various other support agencies without the need to consult or refer to adults in the home.

After consultation with the child's Social Worker, and other appropriate professionals, written guidance will be available for the team to define children's and parents' rights and the rights of significant others regarding maintaining contact.

Whenever possible, appropriate participation in the home's activities will take place with parents, friends and significant others, if there are no significant risks or restrictions to such participation.

A written record will be kept in the home, recording the date of visits and with whom. These reports can be provided to the placing Social Worker.

Except in circumstances that have been specified by a court order, or agreed as part of the care plan, every effort is made to enable children to maintain contact with their family and friends.

The home makes regular contact with the child's parents to keep them informed about how their child is progressing unless there are reasons to not be in contact with the family.

Protection of children

We are committed to upholding children's right to privacy and dignity, which means we do not engage in constant supervision without just cause, considering the child's age and vulnerability.

However, many of the children in our care are particularly vulnerable and require close supervision to ensure their safety and the safety of others. This level of supervision is always based on a thorough risk assessment and is included in the child's agreed care plan, with arrangements for very high levels (such as 2:1 adult support and supervision) of support being reviewed regularly.

In specific cases, such as when a child is prone to leaving their room at night and may pose a risk to themselves or others, we may employ a buzzer system to alert adults if the child leaves their bedroom. This measure is only implemented when other methods have proven ineffective. For some children with medical conditions such as epilepsy, audio surveillance during the night may be necessary to monitor their health and safety. This would only be undertaken in consultation with Social Workers, other medical professionals and the child if appropriate.

It is important to note that we do not use any electronic or mechanical means for the surveillance of children in the home unless necessary. Any additional surveillance measures are implemented with the full agreement of the Social Worker, are thoroughly risk assessed, and are subject to regular review.

Monitoring & surveillance

Penton House uses video doorbells for monitoring the perimeter of the house, both front and rear of the premises. They are not used inside the children's home.

Children are always supported by adults in the home.

The home will have adults within it according to the needs of the children and children, as directed by their care plan. Whatever the needs of the child, the individual arrangements for the child will be agreed before they move in, if agreed and necessary this may also be the case at night, although there will be one adult awake during the night as normal practice.

There will also be managerial on-call, for support and guidance, 365 days of the year.

Behaviour support

We aim to provide a safe environment in which children can enjoy sound relationships, understand positive friendships and interact positively with others.

The culture and ethos within the home is to place an emphasis on highlighting positive behaviour and choices through appropriate praise and reward to build our children's self-esteem and confidence. This allows the opportunity to educate them about positive behaviour and expectations of society in a manner that offers unconditional acceptance and positive regard.

We recognise that there may be occasions where a child is not able to maintain control and gets upset, frustrated and angry. In these situations, the adults will seek to take a leading role and we will support the child through these difficult moments by first helping them to feel safe and secure again and then reflect with them, what happened, why it happened and what we could do differently next time to help them better.

The information gathered will give us helpful insights into the child's responses to certain situations and is then incorporated into the child's individual risk management plan to support the child in a more effective manner should similar situations arise.

We understand that these times of crisis are often more challenging to them than it is to us, it can usually be reduced or supported with the right therapeutic approach delivered by the team. We ensure that all our team are trained to support children in crisis and who present complex needs using positive behaviour support.

The approach to this support is underpinned by:

- The shared understanding that children have the right to be treated with dignity and respect, irrespective of their behaviour.
- Adults do also have the right to expect that they will be reasonably safe in their work.
- Children need to feel they are living in a place of safety and security.
- An atmosphere of mutual respect between both adults and children helps to develop relationships based on positive experiences empowering children to develop self-control, thus minimising the potential for incidents.
- Plans, principles, and techniques taught through training, which provide the skills, knowledge and confidence to safely manage children in moments of crisis.

Positive behaviour support (PBS)

Avoidance of confrontation and/or violence is the primary objective when faced with difficult to support behaviours. Consideration must always be given to a child's age, understanding and background. The Registered Manager and Responsible Individual review all holds and analyse any recurring themes. The child's views are always sought after any episode of a hold.

The central component of the home's positive behaviour management approach is its motivational ethos of a therapeutic parenting approach and only ever having natural or logical consequences for the children.

This will include the following:

- Understanding the different stages of crisis and planning proactive responses to de-escalate, reduce conflict and manage risk.
- Understanding of behaviours and communication approaches.
- Considering the impact of trauma on an individual.
- Developing effective child-centred strategies to nurture positive behaviour environments.
- Identifying risk-assessed physical interventions.
- Post-incident support and learning.
- Building and restoring relationships.
- Identifying risk behaviours and responding to distressed individuals appropriately and proportionately by de-escalating and avoiding incidents of distress

Use of positive holds, team training and competence

Holding a child is always an absolute last resort where other proven strategies have not managed to reassure the child and made them feel safe. Sometimes children are feeling so overwhelmed and out of control of the situation, that they begin to present risks or actual harm to themselves, others or significant property damage.

will use de-escalation strategies and physical intervention techniques devised by Team Teach:

<https://www.teamteach.co.uk/>

The team will receive two days of training as part of their mandatory training.

Individual team members will implement their learning in practice, wherever possible they will work with a person who is more experienced in managing these difficult behaviours for the child. Adult debriefs will occur within 24 hours of any use of a measure of physical intervention.

A full debrief of children and team members following an incident of positive holds will be undertaken and recorded and then reviewed and monitored by the Registered Manager (or other senior team members in their absence) of the detailed practice of each team member involved.

Considering the views of the child and other team members, the manager will make an overall assessment of competence in relation to each individual team member, this will then be kept on each team member's supervision file for monitoring and review. We will always take the view that it is better to prevent challenging behaviours from happening than to have a child become further traumatised through the incident. With this in mind, we actively promote and reward positive behaviour, identifying what works for each child and incorporating this into their risk management plan.

Team Teach

- We believe that all behaviour is communication driven by experiences and emotions and our approach is 95% understanding behaviours, using preventative strategies and encouraging de-escalation. But unfortunately, sometimes we may need to physically hold our children for their safety and ours. We use a method called Team Teach to support children safely.
- The Team Teach approach focuses on fostering a positive environment where physical handling is used only as a last resort. Our training emphasises communication and de-escalation, as well as a full understanding of the causes of challenging behaviour, reducing the need for invasive interventions.
- Team Teach training transforms relationships, equipping everyone to manage distressed behaviours and conflicts safely and respectfully. Team Teach also supports the mental health and well-being of adults, children, and children through practical and accessible mental fitness digital learning courses.

- All Team Teach positive handling techniques have undergone a medical review carried out by independent medical experts, as required by the Institute of Conflict Management.
- Team Teach are certified by the BILD ACT Association of Certified Training, complying with the Positive Holds Reduction Network Training Standards, a requirement for NHS-commissioned services.
- The course materials for our positive behaviour training programmes have been independently assessed and accredited by the CPD Accreditation Service.
- The Team Teach government-supported National Training Award recognises exceptional achievement in training and development, with robust quality control and assurance processes.

Team Teach aims to provide an accredited training framework designed to reduce Positive Holds and risk, through working together to help safeguard people and services, to establish bespoke training solutions which can drive positive outcomes

Safeguarding & who to contact

We are committed to working in partnership with external agencies and significant stakeholders to ensure that our child protection policies are robust, transparent, and developed in line with local and national policy and current legislation. Penton House will work closely with Hampshire safeguarding board, relevant Police bodies and local authorities to ensure a 'working together' ethos.

The Homes DSL and Deputy DSL are H Taylor and Niro Thusananth

The homes Child Protection Policies will be submitted to key stakeholders on request by contacting:

H Taylor

H@yafflecare.com

07831628066

Safeguarding policy

Penton House recognises and is committed to fulfilling its statutory responsibilities regarding the protection of children from harm.

Penton House adheres to the following documentation:

- The Penton House Safeguarding Children Policy and associated child protection policies.
- The Penton House Missing Child Policy.
- The Penton House Prevention of Bullying Policy.
- The Penton House Children's Complaints, Representation and Compliments Policy.
- Hampshire Safeguarding Children Procedures and Practice Guidance.
- Local Safeguarding Children Procedures of those children placed outside of London.
- The UN Convention on the Rights of the Child.
- The DfE publication "Working Together to Safeguard Children" 2018.

Our home is committed to working in partnership with local authorities to promote the safety of all children in their care. The children will be encouraged to respect the safety of everyone in the home. The team will act as role models and will actively discourage behaviour which may cause harm emotionally, physically and/or mentally. All children will have individual risk assessments that are regularly reviewed. Child protection incidents will be reported to the appropriate people, stakeholders and organisations concerned. The process of such reporting will follow Safeguarding Procedures and will reflect the seriousness of the incident.

Bullying prevention

New team members upon induction are thoroughly introduced to the home's anti-bullying policy and trained on how to respond promptly and effectively to any incidents of bullying. It is the responsibility of each team member to remain vigilant and to ensure that any bullying behaviour is immediately addressed. Children are informed about the anti-bullying policy when they move in through the children's guide and 1:1 sessions with their key workers. Regular Anti-Bullying Workshops are held to reinforce the importance of this policy, and bullying is consistently included as an agenda item in children's meetings.

We acknowledge the serious and often devastating nature of bullying and recognise it as a form of abuse. We therefore view bullying as unacceptable and seek to combat it within its child protection responsibilities. The home is committed to combating this form of abuse by raising awareness among our team and children in our care. This is in support of our core values, in line with the UN Convention on the rights of the child and is stated within our Safeguarding Procedures, that "all children have the right to protection from exploitation, including physical, emotional, and sexual abuse".

Our team receives training in recognising and understanding bullying and they understand what to do in response to incidents to protect children and make sure that the risk of more bullying is prevented.

We will monitor behaviour within the home via risk assessment, effective supervision, and following up on all issues or complaints raised.

We support children who have been bullied to make them feel safe and develop their confidence. We support any child who is bullying as they may need help to stop or change their behaviour. In extreme circumstances where a child is persistently bullying others, and it has not been possible for them to change or to restore harmony and every possible approach has been tried then their placement may be ended. The Registered Manager will make the child and the Social Worker aware of this possibility and will arrange a home stability meeting to discuss options as early as possible. However, every effort will be made to avoid this outcome.

Bullying behaviour by any adult in the home such as name-calling, derogatory comments, oppressive or punitive behaviour must be reported by the person witnessing this directly. This must be reported to the Registered Manager for immediate action and in extreme circumstances this may result in Police involvement, formal personnel procedures such as external child protection investigation or internal disciplinary investigation.

Children will be invited and encouraged to give feedback about the care and support they receive, through meetings, questionnaires, and keywork sessions, and issues raised will be addressed and responded to by the Registered Manager. A child, their family, or carers with any concerns about bullying may talk in confidence to the key worker or Registered Manager.

Missing from home procedures

At Penton House an emphasis is placed on reducing the risk of harm through missing episodes by appropriate adult support before and during these incidents. For children where “missing from home” is an identified behaviour, this risk is clearly identified within their individual risk management plans and appropriate strategies are identified. These are individualised, however for those children deemed at higher risk, should they attempt to go missing, the ethos within the home is to prevent this through intensive adult support. This includes trying to find out the reasons the child is going missing and where they will likely go, as well as observing the child’s whereabouts, “arrival and leaving logs”, and recording when the children come and go. Missing from home will be discussed regularly at team meetings, supervision and training as well as children’s meetings to allow children to gain a profound understanding of the dangers. This will form part of our risk assessment, missing responses and return-home procedures and interviews. We recognise that children do not run away for no reason, and it is our responsibility to understand the root causes, these will include multiple push and pull factors influencing the child to leave the home.

Push factors may include:

- Missing their friends and family
- Not feeling included in the home
- Not liking the boundaries set out to them in the home
- Wanting to be back in their local area

Pull factors may include:

- Old friends contacting them
- Being approached online by unsafe adults grooming them into exploitation
- Access to things they can't have in their new home (drugs, alcohol etc)
- Family inviting them home (even if this may not be safe for them)

When a child does go missing from the home the Philomena protocol will be completed and shared with the Police.

Returning home

When the child has safely returned, we provide a warm welcome and ensure there is a non-threatening and non-judgmental atmosphere to enable the child to reflect. We ensure the child is safe, record their thoughts and feelings about what happened and aim to collect enough information for learning outcomes, adult debriefs and a return home interview.

Our aims:

- To seek an understanding of the child's motivation for going missing (push and pull factors).
- To assess the risks to which they may have been exposed to whilst missing.
- To explore and advocate for the child's current and future wishes and to access an independent advocate on their behalf should they wish to.
- To explore with the child positive alternative options to going missing in the future, so that if the same motivation/situation arises they have considered what action to take instead of leaving the home.
- Reduce risk-taking behaviour.

Child sexual exploitation (CSE)

We believe it is essential that all children develop age-appropriate knowledge and skills to make safe and healthy choices about relationships and sexual health to avoid situations that place them at risk of sexual exploitation. Children who are sexually exploited are the victims of child abuse and should be safeguarded from further harm. Due to the nature of sexual exploitation, it is very common for children and children not to recognise that they are being abused or coerced, or for children to be at risk of adultification (the placing of adult expectations and standards on children).

Exploitation can involve varying degrees of coercion, intimidation, and enticement, including unwanted pressure from peers to have sex, sexual bullying (including cyberbullying) and grooming for sexual activity via introduction into 'party' lifestyles forming 'casual' social relationships. There are noticeable links between children involved in sexual exploitation and other behaviours such as running away from home,

bullying, self-harm, drug, and alcohol misuse. In addition, some children might be particularly vulnerable to exploitation because of factors such as difficult or abusive childhood experiences or educational under-achievement.

We are committed to working with all relevant agencies, and our local safeguarding children's board, to ensure robust policies and procedures are in place at Penton House, to reduce the risk of sexual exploitation. This includes ensuring the home has identified appropriate links with the local Police.

Those children and children identified as being at risk of CSE will have this risk clearly identified throughout their care plan to ensure appropriate measures are in place to keep them safe. This includes a specific risk assessment and risk of abuse through sexual exploitation. This is developed as a multi-agency response and the strategies outlined are reviewed regularly. All adults at Penton House will receive face to face training in Safeguarding Children against Abuse by Sexual Exploitation.

Self-harm

Self-harm is a damaging episode individuals inflict upon themselves to cause deliberate harm or injury. Adults will be trained in spotting the signs of self harm and how to manage episodes including first aid and when to get medical support.

Self-injury or harm is a response to emotions that cannot be managed or coped with such as fear, anger, and despair or in response to depression or helplessness. Self-injury or harm does not necessarily indicate an intention to commit suicide. However, life threatening injury or death could be an unintended outcome of self-injury, and all incidents are taken seriously and responded to by reviewing risk and behaviour management plans whilst monitoring patterns of behaviours for trends which could indicate a need to change behaviour management techniques.

Our Therapeutic Approach

We have adopted the Therapeutic Parenting approach to ensure a consistent, routine based and boundaried approach to the care of the children within our home.

Parenting using the principles of PACE

All adults will be trained in PACE (Playfulness, Acceptance, Curiosity, Empathy), offering insight into their contribution to a child's recovery from trauma and exploring knowledge and skills that support recovery.

The PACE model is now recognised as an effective approach to caring for children in residential settings. PACE has helped thousands of adults understand the children in their care on a much deeper level, whilst also learning how their thoughts, feelings and needs impact their communication patterns.

Playfulness, acceptance, curiosity and empathy helps the child to develop relationships and learn to trust adults through receiving different responses to their communication as presented through their behaviour. Adults can learn to understand the meaning of the child's behaviour and stay calm and emotionally regulated as they talk with the child, even at very difficult times. This, in turn, helps the child calm and helps the adult remain emotionally available to the child.

Parenting that includes the PACE approach helps an adult see the strengths and positive features of the child that lie underneath their more difficult to support or understand behaviours. It helps children learn to trust the adults caring for them.

Our therapeutic parenting approach is underpinned by principles and values that promote positive outcomes for children as follows:

- Children are welcome, accepted as they are, and celebrated as individuals.
- Children feel safe and are kept safe from all forms of abuse and neglect.
- A culture of open, honest communication and trust empowers children to achieve and participate.
- Children are respected for their contribution, and their participation is vital.
- Constructive, warm relationships are built with children to actively promote positive behaviour.
- Negative behaviour is sensitively challenged and corrected, but not in a way that shames or blames the child displaying it.
- Anger and aggression are treated, first and foremost, as emotional responses and communication and not criminal acts.

Our mission is to build a nurturing home and culture which surrounds and motivates our children to believe in themselves and strive to be the person they want to be. We seek to provide an environment for children in which they are nurtured and empowered to share their unique character, strengths, and talents.

We recognise that children's previous experiences are significant, and as a result will have affected their self-esteem, their ability to participate in personal relationships or behave in ways that are socially seen as acceptable. Difficult behaviour is seen as a response to insecurity caused by disruption to care and attachment, too much change, loss, separation, emotional trauma, or internal conflict.

We seek to enable children to understand how their feelings affect their behaviour and encourage them to reflect on what they could do differently.

We will work with children to encourage them to understand and support their behaviour and we will consult with them regarding the way that this can be done which is most appropriate and accepting of them as an individual. We believe that difficult behaviour, such as anger, aggression, risk-taking, and self-harm is part of a child's self-expression and reaction to previous care or internal, or external, events.

Issues underlying behaviour must be acknowledged, accepted, and understood. The issues must be dealt with to support growth and emotional development towards maturity.

We will not be oppressive but will use PBS tactics including but not limited to - "diversion", "distraction" and "de-escalation" in response to aggressive or violent behaviour.

Behavioural Consequences

Within our home we promote positive behaviour by offering praise and support together with positive consequences. These can range from verbal recognition and praise to being taken out for an activity of the child's choice. It is recognised that rewarding good behaviour promotes positive behaviour and adults will work with each child to identify individualised strategies to support behaviour issues and promote positivity whenever possible.

Incentives and rewards will include

- Verbal praise and encouragement.
- Certificates and 'thank you' cards.
- Treats.
- Additional privileges – These will be negotiated with the children.
- Additional activities/holidays.
- Agreed financial incentives. These are not excessive and fit the purpose. This includes vouchers.
- Agreed rewards such as make-up / games/ toys / books or beauty treatments.

It is also recognised that some form of consequence may occur because of a child's behaviour or decision, where there are instances of behaviour which create consequences; these should be natural or logical, but above all not created because of an adult thinking about what the consequence should be.



Natural consequences

A child can be supported to eat healthy foods or wear environmentally appropriate clothes, but if they refuse to follow the guidance offered then they will experience natural consequences of hunger and discomfort of cold weather. If a child refuses or cannot be encouraged or persuaded to get up in time, then the child may experience the natural consequences of missing a special occasion important to them. These examples will always be supported by keyworking to help the child understand the natural consequences of their own behaviour.

Logical consequences

A logical consequence comes as a result of a child's action. For example, a child may throw a bucket of water over the floor in the kitchen and then expect to be taken straight out in the car as this will help them calm. The logical consequence for this is that the child has to wait as the adult (and hopefully the child) needs to clear up the mess as it is causing a hazard for others before they go out. If the child is unable to help clear up the mess then they will need to wait until the home is safe to be left and then the adult will be able to take them out.

This is not an exhaustive list and will be subject to individual needs. It is acknowledged that due to the complex difficulties of many of the children we support, the effectiveness of this approach may only be seen after a period of natural learning and consequence, but the children will be nurtured, mentored and supported to understand how natural consequences help them to learn. This is achieved through our overarching approach to parenting with empathy, patience, kindness and care.

Natural consequences do not require time, thought and emotion being put into the delivery of them, they occur as a natural result of what the child has done and therefore over time, learns from.

Restorative practice

Our home aims to adopt the restorative justice approach to guide the way we support children.

The fundamental premise of our approach is that children will be happier, more cooperative, and productive and more likely to make positive changes, with adults supporting them to do things together, as opposed to for them or to them.

By using restorative practice on a day-to-day basis, we can encourage children to take responsibility for their behaviour in accordance with their age and ability, whilst promoting an environment where there is mutual respect and trust.

The expectations of standards of behaviour for adults and children are realistic. Developing safe, stable relationships with children is central to the ethos of the home and will promote secure attachments where possible over a period of time.

Training

All adults will complete our identified list of mandatory training:

Yaffle Care induction

First Aid

Food hygiene and safety

Medication administration

Fire safety

Ligature support

Team Teach

PACE

Level 4 Diploma in Residential Children's Care (After a successful probation, providing they do not already have the required or equivalent qualification.)

In addition to these, adults will be invested in to ensure that they are equipped as best as they can be to support children.

This Continuous Professional Development training will include (but not limited to):

- Responding to Child Exploitation (Including CSE, CCE, CDE) and Gangs
- Supporting Children and Children Who Go Missing
- Supporting Children to Be Safe Online (E-Safety)
- Listening to the Voice of the Child and Managing Complaints
- Suicide and Self-harm, including Ligature training
- Domestic Abuse and Its Effects on Children and Children
- Managing Substance Misuse Amongst Children and Children
- Supporting children with neuro-diversities (ASD, ADHD etc)
- Level 3 Diploma in Therapeutic Parenting (following successful completion of the Level 4 Diploma in Residential Childcare which is a mandatory qualification)
- Level 2 DDP training (this is a 4 day residential training course)

For any child that moves into the home that has a need that the team have not received training, the training will be sourced as soon as viably possible, so that adults are prepared and have a greater depth of understanding of their need.

As we grow and develop our training offer will evolve with us, and training may be added or taken away depending on the needs of the children and the social trends at the time.

Leadership & management

The name and details of:

The Registered Provider – **Yaffle Care**

The Responsible Individual – **Steve Brown**

The Registered Manager – **H Taylor**

The Deputy Manager - **Niro Thusananth**

Executive profile

Founding Directors/ Owner of Yaffle Care Limited – Robin Souter

Company Number: 14598597

Robin Souter

Robin has extensive experience in digital transformation and his passion for improving the education sector make him exceptionally well-suited to be a provider of children's homes. His background highlights his ability to innovate and solve complex challenges, skills that are directly transferable to managing and enhancing children's homes. Robin's work aligns with The Education Standard outlined in the Children's Homes Regulations 2015, particularly the requirement that children make measurable progress towards achieving their educational potential and are supported in doing so.

His diverse professional background, particularly his commitment to the education sector and his leadership in digital transformation, equips him with the unique skills necessary to excel as a provider of children's homes. His focus on innovation, problem-solving, and educational improvement aligns perfectly with the requirements of The Education Standard. This ensures that the children under his care will benefit from a well-managed, supportive, and forward-thinking environment that prioritises their educational progress and overall well-being.

Steve Brown – RI

Steve has dedicated his career to working with some of the most vulnerable and challenging children and young people in the UK. Starting his career in a young offender's prison and moving on to work in children's homes into roles including Registered Manager, Responsible Individual and Director. Steve is passionate about providing the highest quality of care for young people and adults and supporting providers to achieve this.

Steve has a proven track record of registering and managing 'good' and 'outstanding' residential children's homes and maintaining the highest levels of care for children and young people. A strong leader and strategic thinker with the ability to inspire and cultivate productive working relationships with employees and stakeholders. Steve has significant experience in developing and implementing organisational strategies and operational plans to deliver key objectives.

H Taylor - RM

As a Registered Manager with Ofsted for the past three years, they have consistently achieved good ratings, demonstrating their commitment to delivering high-quality care and leadership within the children's home sector. Their comprehensive understanding of the Children's Home Regulations and the 9 Quality Standards, combined with over 20 years of experience across various social care settings, underpins their ability to ensure the wellbeing and development of the children living at Penton House.

Their approach to leadership is grounded in safeguarding excellence and leading by example. Believing that effective leadership starts with role modelling the values of kindness, empathy, and professionalism. Dedicated to creating and nurturing teams that embody these principles, ensuring that the care provided is not only compliant with regulatory standards but also grounded by the principles of therapeutic parenting and genuinely caring.

Having completed a Master's degree in Leadership and Management, with a focus on Looked After Children in Supported Accommodation, they have been able to apply advanced management principles to enhance the services we offer. This academic achievement has further strengthened their ability to drive positive outcomes for both the children and the teams they lead.

Their passion for fostering a safe, supportive, and nurturing environment where children can thrive is matched by their commitment to continuous improvement and professional development.

Penton House Team

The team is currently being built upon and recruitment is ongoing.

Our team currently consists of (in addition to the above)

Deputy Manager:

- Niro Thusananth

Team Leader:

- Currently being recruited

Therapeutic Support Workers:

- Aneesha Dhupar
- Timothy Ojo

Therapeutic Support Workers (Nights):

- Lamin Jallow

All appointments are completed under the strict guidance of Safer Recruitment and are conditional on receipt of the following satisfactory checks:

- Enhanced Child Workforce and Vulnerable Adults Disclosure and Barring Service Check
- Medical Questionnaire assessing fitness to work with children
- A full employment history check and references from the date they left school
- References for any role within the care sector (adults and children) will be sought, and then verified over the phone
- Explanations recorded for any breaks in employment history
- Identity checks
- Checks of any required and relevant qualifications
- Checks to confirm the right to work in the UK
- Overseas checks where the person has lived outside of the UK for more than six months

Arrangements for supervision

Penton House is committed to providing effective support and supervision for adults at all levels. Adults will receive individual formal supervision a minimum of 8 times per year, this allows for times throughout the year where the children will be in the home (Summer, Christmas and Easter Holiday) where the adults may be less able to commit to supervision.

In addition to this, there will be monthly team meetings and monthly upskilling sessions, enabling the team to work together, reflect and learn as a group every two weeks. These meetings will be minuted, actions set and uploaded onto Lief. Again, taking into consideration that this may not always be possible during holiday periods when the children are in the home.

New team members will receive supervision once a month and weekly check ins, focused on their induction, upskilling and getting to understand the running of the home. Agency workers will receive supervision after every eight shifts.

These supervisory sessions foster reflection, accountability, workload management, discussion of safeguarding concerns, and personal or performance issues.

Admissions

We can accommodate:

- Children who have experience significant trauma
- Children with mild learning disabilities (LD)
- Children with low self-esteem or lack confidence and present as vulnerable
- Children who exhibit emotional or behavioural difficulties
- Children who might be considered more difficult to place

- Children who have been victims of abuse or domestic violence
- Sibling groups within the age range of the home

We cannot accommodate:

- Children with heavy dependency on drugs or alcohol
- Children who are diagnosed with significant and very high-risk psychiatric conditions
- Children who are physically disabled in a way that severely restricts unsupported movement
- Children who their primary needs assessment identifies profound or significant learning disabilities
- Children who have a significant history of sexually harmful behaviours
- Children who have a history of fire setting
- Emergency placements (but will consider planned urgent cases)

Moving into Penton House is a carefully planned and organised process that ensures the needs of the child or child are thoroughly assessed and matched with the home's capabilities. The process begins with an assessment request from the Local Authority, followed by collaborative information gathering involving the child, their family, Social Worker, and other relevant professionals. This information, including the child's placement plan and educational needs, helps Penton make informed decisions about the suitability of the placement. A key aspect of the admission process is a compatibility risk assessment, conducted by a team that includes the Registered Manager, Deputy Manager, and other team members. This assessment considers the needs of the incoming child as well as the existing children, ensuring a safe and supportive environment for all.

Penton House will not be able to accept emergency placements but will look at urgent referrals and providing all information has been received and thorough matching assessments undertaken then urgent cases could be accommodated.

Once a child moving in is agreed upon, the home works with the child and their family to develop a person-centred plan, ensuring the child's needs are met from the outset. The child is also introduced to the home's community through social activities, which help to build familiarity and comfort.

Once moved in, the child is registered with local healthcare providers, and a placement plan is created to guide their care, which is regularly reviewed to ensure it continues to meet their needs.

In cases of urgent admissions, the home conducts an expedited assessment to ensure the placement is appropriate. Throughout this process, the child's preferences are respected, including the selection of a keyworker, who serves as a primary point of contact and support for both the child and their family.

Arrangement for the assurance of quality

We follow a robust system of monitoring and oversight to ensure compliance with relevant legislation and the delivery of high-quality care.

A Regulation 44 External Visitor is engaged to visit the home monthly, this visit will include interacting with children, the team, and leadership. These visits involve a thorough audit against key criteria such as safeguarding effectiveness and the overall well-being of the children. The findings from these visits are compiled into a Regulation 44 report, which is shared with Ofsted, the Responsible Individual, Director, and Registered Manager and then all local authorities with children living in our care.

The Registered Manager is supported in implementing any recommended actions or improvements. Additionally, the home undergoes regular internal audits—weekly, monthly, and quarterly—to maintain high standards and ensure ongoing compliance with the Children's Homes Regulations 2015. An action log is maintained to track necessary improvements, with clear accountability and deadlines.

Regulation 45 reports will be compiled every 6 months and shared with Ofsted. Management monitoring and oversight will take place on most documents and records logged on to the Lief System.

Care planning & reviewing

Upon moving in, each child will have a planning meeting, which sets out the assessed needs of the child and how these will be met on a day-to-day basis. This meeting is co-facilitated with the child's Social Worker and the child should also be present to express their thoughts, wishes and feelings.

The child's needs and how best they are being met will be monitored by the child's key worker. The key worker will be responsible for maintaining & updating plans and co-ordinating the guidance, advice, and support for the child.

Children will be encouraged to participate in meetings designed especially for them; minutes will be taken of their views, opinions, and ideas. These meetings will be held monthly or when requested and will be tailor-made to consider the age range and level of understanding, with an open agenda which will cover all aspects of daily life within the home. All children will receive a copy of these minutes in their working files, with copies also provided to the multi-disciplinary team.

Children will be encouraged to participate as far as is practicable in the review process.

All children will be made aware of the context of their plans according to their level of understanding.

Placement plans are reviewed under a multi-disciplinary team approach including:

- Children
- Registered Manager
- Deputy Manager
- Key Worker
- Family

- Education
- Therapists (if applicable)
- Social Worker
- SENCo
- CAMHS
- YOT

We hope that this has covered all information you need about our home but if you have any questions or queries relating to anything you have read in this document please email:

h@Yafflecare.com

robin@Yafflecare.com

Updates & reviews

Date of Review	Comments	Actions	Manager's Signature
11.08.2024	Created by Des Webb		DW
27.09.2024	Reviewed and edited by H Taylor to align our Therapeutic Ethos into the document		HT
03.10.2024	Reviewed and amended by H Taylor	Format, language etc adjusted to better reflect our therapeutic approach	HT
17.10.2024	Reviewed & amended by NT	Removal of RI, formatting, language & grammar	NT
21.10.2024	Added details of newly appointed RI – Steve Brown		HT

