

# The Meadows

## Statement of Purpose



This document fulfils the requirements of Children's Home Regulations and Quality Standards April 2015

Web : [www.countrycare.org.uk](http://www.countrycare.org.uk)

**Quality and purpose of care**

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### **Chapel Cottage**

**Covid-19 measures****Quality and Purpose of Care**

The home was judged as OUTSTANDING by Ofsted in June 2022 and below are some quotes from the report.

- Young people become safer when living at this home. This is because the staff team has developed particularly strong and trusting bonds with young people. Staff work proactively to minimise risk and have an excellent understanding of young people's vulnerabilities. Staff use their relationships with young people to de-escalate behaviours quickly.
- Relationships between young people and staff are excellent. Managers and staff are very child centred and go to great lengths to create a family style atmosphere in the home. This encourages a strong sense of belonging and strengthens relationships with peers and staff.
- The way that the home supports young people through difficult periods is a key strength. Young people's behaviour improves, and risk factors reduce.

OFSTED

### ***1. A statement of the range of care needs of the children for whom it is intended that the children's home is to provide care.***

The Meadows is a registered children's home providing care, accommodation, and education for a total of seven females aged between 10 and 17 on admission. This is made of up six registered beds at the main site, the home also has the facility of Chapel Cottage offering accommodation, education, and therapy for one young person. The Meadows School is a registered Independent School on site, which can provide education to those children resident at The Meadows.

The Meadows is a warm, therapeutic environment, offering the child real hope for the future. Children are given opportunities through education, achievement, and support, to plan for a better future. Children have the chance to put damaging and disruptive environments and experiences behind them; whilst maintaining their place in their own families. We regard ourselves as a positive choice for children for whom residential care is the preferred option. Most placements are long term; shorter placements are available for children working towards independence or moving towards family placements.

The Meadows is one of very few Dialectal Behaviour Therapy (DBT) children's home within the country. DBT is a therapy that has been designed to help Children and Adolescents who struggle to control their emotions and behaviours. Emotional and dysregulation often contributes to a young person's difficulties in establishing a stable sense of self and forming and fulfilling a stable relationship with peers and family members. Young people who often come from a chaotic or traumatic background can at times struggle to cope with how this can affect them in the here and now and future selves. Working under the five modules of DBT (*emotional regulation, distress tolerance, interpersonal effectiveness, mindfulness and walking the middle path*) the therapists and staff team can coach all of our young people in the skills that there are needed to achieve positive outcomes for present

day and future goals and aspirations. All of our young people are offered weekly therapy sessions with our therapist, Mary Silson. Two weekly (term time) DBT Skills Group which coaches young people in the skills of DBT.

During their stay we assess and address each child's needs through education, therapy, planned activities, individual direct work, and group work. Our routines ensure safety, boundaries and consistency, whilst providing each child with positive experiences; new, achievable challenges; success; and positive reinforcement. At the end of their stay children are prepared for moving on and helped through that period. Post placement support and follow up work is undertaken as necessary.

Each young person is treated as an individual and has privacy, freedom and choice. We encourage and assist the girls to express themselves appropriately; assess their own situation; and take part in planning their own futures.

The young people work towards their own goals and learn to take control of their own lives and provide the basis for supporting them into independent living. We actively encourage and support children in developing their potential through education, providing the opportunity for each girl to gain appropriate qualifications and experiences including GCSE examinations and are able to support the child through to higher education.

## ***Facilities and services***

The Meadows is a registered children's home first registered with Derbyshire Social Services in 1999. This registration is now with Ofsted.

The Meadows School is an Independent School registered by Ofsted. The Meadows School is an accredited examination center for examinations up to and including GCSEs via AQA.

The Meadows provides care 365 days per year: 24 hours a day. A structured programme of education, activities and individual therapeutic support is tailored and responsive to the needs of each young person. This will include enabling and empowering the young person to exercise choice and control over their life space and choice of activities, as their programme progresses. For some girls, residential care is the positive choice.

All the homes staff are trained in the Preventing Protecting Restoring (PPR) range of behaviour support techniques and interventions. These will be deployed throughout the day, as needed by the young person. All young people are offered an initial therapy needs assessment to identify which therapy would best suit their needs. Psychological or therapeutic support is offered as identified in the child's plan. We are always conscious that any interventions must be carefully planned considering the needs of the young person at this time.

Full professional reports are produced for each individual. At the end of their stay they will be prepared for moving on and helped through that period. Follow up work will be undertaken as necessary. This includes participating in Pathway Plans where appropriate. When young people leave, they are presented with a photo book that portrays their stay at The Meadows and celebrates their achievements.

The Meadows offers additional services including escort services, supervision of contact, court reports, outreach work, independence support, post-placement support, and psychological assessments.

The girls do spend time away from the home. They go away on holiday and have short breaks. They may also spend time away when they need time on their own away from the group, this may require an increased staffing level and differing location, which is where Chapel Cottage can be utilised. In addition to this they may, on admission, spend time away from the home as an introductory period; giving them the chance to adjust to the change from one living situation and another. This is particularly important where the child is coming from a distressing background such as a family or placement breakdown or other traumatic event.

Chapel Cottage is located within close proximity to the main home, being just a few minutes away and takes the form of a three bedroomed cottage. This provision provides an environment for increased levels of supervision, intensive individualised therapeutic packages and an environment that allows the young person to become stabilised in emotional regulation without having an impact on the existing home or young people who reside there. The staffing team is shared with the existing home and opportunities are available on a daily basis for the young person to become and remain a part of the existing home. For example, they will continue to be educated within the Meadows school, join in group activities, share some meals, attend children's meetings and generally remain a part of the existing home.





## ***2. Details of the children's home ethos, and the outcomes that the children's home seeks to achieve and its approach to achieving them.***

At The Meadows we believe that each young person needs a sense of boundaries, routine and consistency in their lives and a caring system of support to encourage, develop and maintain pride, self-discipline, self-esteem, confidence and ultimately to feel trust and respect for themselves and others. We have a staff team who are motivated, passionate and committed to working with Young People, to encourage them to express themselves positively, and to help and assist them to overcome previous traumas in their lives that may impact on their wellbeing and resilience.

### ***Purpose:***

Our purpose is to provide high quality residential care to young people between the ages of ten (10) and seventeen (17) years upon admission. Our home provides stability and care for up to seven young people, the home is an all-female placement for girls, who have experienced emotional / behavioural difficulties and challenging behaviours. We provide individual packages of care tailored to meet the needs and requirements of each young person. The Meadows currently accepts both planned and emergency placements. The purpose of Chapel Cottage is to be able to provide additional resources, more intensive supervision, and time away from the main home.

### ***Ethos:***

Our ethos here at The Meadows is that we afford young people the opportunity to have 'space to grow'. We endeavor to promote and develop a culture based on empowerment, acceptance and learning. This is supported by a needs driven child centered approach to care management. All staff at The Meadows are supported to work together to translate the core principles into practice, assisted by high quality training. At The Meadows we believe that every young person should have a sense of hope, aspiration, and achievement. This may be something that young people have not always had the chance to feel or experience and through the therapeutic and caring approach from our trained staff team, we strive to reach the best and positive outcomes for each of our young people.

We believe that for some girls, residential care is the positive choice. Some young people find families, either their own or an alternative foster family, difficult to cope with at a particular time. It may be easier to maintain and enhance family links from a residential base than from a foster placement. Additionally, where the aim is to return the children home, it is preferable where possible to keep siblings together.

The Meadows can offer sibling groups positive support whilst working to return them to their own family, where this is in their overall care plan. Alternately The Meadows can keep siblings together whilst a permanent alternative family is sought.

Children may have experienced damaging and traumatic environments. Placement at The Meadows can help break links with negative peer networks whilst preserving, improving and maintaining valuable family ties. Where children are placed away from their home area, we take particular care to ensure that they are safe and supported; and that they feel safe and supported.

### ***Prevent Protect Restore (PPR)***

PPR embodies a range of techniques and strategies drawn from several approaches – behavioural and interactional – which provides a framework for helping children through crisis and teaching them better ways of coping.

### ***Crisis as opportunity***

The key element of our ethos is that young people may come to us in crisis, and we treat crisis as an opportunity to effect lasting, positive change.

“During the period of upset of a crisis, a person is more susceptible to being influenced by others than at other times of relative psychological equilibrium...this is a matter of supreme importance: because by deploying helping services to deal with individuals in crisis, a small amount of effort leads to a maximum amount of lasting response.”

**Gerald Caplan in “Prevention of Mental Disorders in Young People”**

Crisis is an opportunity for growth and we endeavor to make the most of that opportunity to help the children and young people develop better, more constructive, effective coping skills and strategies.

### ***The Caring environment***

We are striving for a psychologically ‘clean’ environment within which there is sufficient care and affection for children to grow. Children need to feel treated with care, and so need to have their bodily comforts met.

“The children must get plenty of love and affection whether they deserve it or not: they must be assured of the basic quota of happy, recreational experiences whether they seem to have it coming or not. In short, love and affection, as well as the granting of gratifying life situations, cannot be made the bargaining tools of educational or even therapeutic motivation, but must be kept tax free, as minimal parts of the youngster’s diet, irrespective of the problems of deservedness.”

Fritz Redl 1952

At The Meadows we are proactive on showing and reinforcing the caring message to young people.

“No attempts at influencing behaviour pathology can be successful if, at the same time, every party of the environment is not kept scrupulously ‘clean’ from the point of view of psychological hygiene.”

Fritz Redl 1951

### ***Friendship with influence – the adult as role model***

The relationship between staff and young people plays a crucial role in the effectiveness of our programme. There is a special quality in the relationship between the adult as educator and the troubled young person. At all times staff must be seriously engaged in their efforts to help the young people explore and understand their experiences and feelings and then to move forward. At one level this involves breaking the momentum of the crisis cycle by presenting the young person with alternative ways of reacting rather than allowing a pattern of maladaptive ways of interacting to proliferate. Our staff will not react to the young person’s destructive

behaviours in the way that the young person expects/fears/wants. Our practice is to encourage more mature strengths, to teach the child better ways of coping with difficult feelings and situations.

### ***The Aware Culture and the Arena of Safety***

The Meadows must be a safe, non-abusive environment for young people and staff. We operate to an Aware Culture. All staff are supervised, supported and trained to ensure that they always operate within the Arena of Safety. There is no point to anything we do, if we cannot create and maintain a safe environment and emotional safe base for young people. This is the starting point for all our recruitment practices, and for all our operational practices, policies and procedures.

### ***Positive Outcomes***

At The Meadows a high priority is placed on achieving positive outcomes for young people. We are proud that the children and young people in our care achieve excellent results.

### ***3. A description of the accommodation offered by the children's home, including –***

- (a) How accommodation has been adapted to the needs of children;***
- (b) The age range, number and sex of children for whom it is intended that accommodation is to be provided; and***
- (c) The type of accommodation, including sleeping accommodation***

The Meadows is a ten-bedroom detached farmhouse house, which has been specifically adapted to suit the needs of a children's home, registered for the accommodation of seven young people of the female sex between the ages of 10 and 17 years old on admission, with an additional space available at our Chapel Cottage, which is located just a few minutes away. The accommodation at both premises is decorated to a high standard, which is conducive to providing a friendly and homely atmosphere. The maintenance and décor of the home and within Chapel Cottage is an ongoing project, which the young people are encouraged to have some input into. We believe in involving all of the young people with any project that is to be completed within the home. The rationale behind this is to give a sense of belonging and commitment to the home.



Above shows a typical presentation of an example of one of the rooms available for our girls. The girls are able to personalise their rooms and are allocated a budget when they arrive so that they may do this.



We recognise the importance of the need for both companionship and privacy. We have two communal lounges in the main home which are aesthetically pleasing and comfortable and are equipped with Television, DVD players and games consoles. The home has a dining area where the young people can

benefit from the family experiences that are had when eating a meal. The home has a fully fitted kitchen, with all the modern appliances. The Chapel Cottage has a main lounge, again equipped with TV DVD and games console and alongside this has a separate dining room and kitchen.

Bedrooms are of single occupancy. All have comfortable furnishings and are decorated to a good standard. All rooms have a colour Television/DVD combination with Digital Television. Each young person is able to personalise their own space with such things as posters, pictures and personal possessions, this is within the main house and in Chapel Cottage. The gardens also extend to have various patio areas where young people may enjoy outside dining along with a basketball court, badminton area. Chapel Cottage home has a small courtyard surrounded by a high wall which encloses an external seating area. High staffing ratios ensures that all young people receive the level of support and direction they require to benefit fully from their experience of being looked after at The Meadows. The staff team consists of a Registered Manager, Deputy Manager, Senior Residential Care Workers and Residential Care Workers, all of whom, when they have completed their probation period, are qualified or working towards a minimum of Diploma Level 3. (QCF/NVQ), many of our staff also hold the Level 4/5 Award or Social Work qualifications. The Chapel Cottage is able to cater for a greater level of need and for young people who may require a 2:1 staffing ratio for some time during their placement.

Dining Room



Kitchen



The above areas incorporate the kitchen/dining areas of the home, the young people sit together with staff to eat their meals, which has proven to be invaluable time where all parties communicate effectively over meals.



To the left is a photo of what our girls have named the 'Chill Zone', the girls have participated in choosing the decor so that they can make best use of this communal space.

Below are photo's of the lounge area of the home and the therapy room, again the girls have had an input into choosing the decor and during their holiday last summer were each given an allocated amount of funds in order to choose an item each to help





And the therapy room.....



### Chapel Cottage

Chapel Cottage is one that has been specially adapted to become a tranquil haven for young people who require greater levels of supervision, increased therapeutic input and space to become emotionally regulated whilst remaining a part of the existing home and having the opportunity to access the main home at times when they feel strong enough to do so. This provision can also be used to provide structured independence programmes and complete areas of work which are generally more intensive.

This provision is located in the adjacent village, which has access to leisure facilities, shops and a real sense of community. The home is an end terrace cottage which is dated around 1900. The home is decorated to a high standard and has been specially refurbished in order to operate as a solo occupancy provision, having the ability to have 2:1 (staff - young people) ratio.





Above are photographs of the hallway, dining room and bathroom at Chapel Cottage. We aim to provide a high-end finish to all of our provisions, Chapel Cottage is no exception. Below shows the lounge and kitchen areas of Chapel Cottage.



#### ***4. A description of the location of the children's home***

The Meadows is situated on a quiet residential road, near to Buxton in Derbyshire. Within the local area there are a range of cultural and recreational facilities including parks, libraries, sports facilities, religious and cultural centers. It also enjoys a positive and friendly relationship with the neighbors and close local community. The Meadows liaises closely and proactively with the local police, who can visit the home each week.

Within easy reach there is access to a wide range of educational and entertainment facilities including cinemas, museums, theatres, and bowling alleys. The staff at The Meadows work hard to build strong and effective working relationships with its customers and ensure that this same ethos is present when liaising with all professionals.

There are strong links between the Home and the local police including the vulnerable person's unit, police community support officers and the local police. These positive working relationships are made possible by The Meadows 's attitude towards safeguarding and not criminalising young people, ensuring

that young people are appropriately matched and encouraging them to engage in positive lawful behaviors when away from the home.

Missing from Care protocols are followed with robust risk management and responsible responses to missing from home incidents. The home also has strong working relationships with the local Youth Offending Team, Child and Adolescent Mental Health Services, Connexions and LAC Health team and nurses.

To manage environmental risks there is a high staffing level and a measured approach to risk management based on the young person's ability and understanding of how to keep themselves safe. Therefore, young people are kept safe but also able to build trust through their behaviour, young people are also where it is appropriate encouraged to take therapeutic risks. The staff team ensure that there is a high level of consultation work done with the young people on how to keep themselves safe.

The home has cultivated strong working relationships and links with the local area and is aware of local hot spots where young people could be at risk through liaison with the local police. The children and young people are therefore able to develop an understanding of risks that they will face in communities when living independently as opposed to them being isolated in extremely rural placements due to risk adversity measures.

Risk assessments and Risk Management Plans are in place and reviewed and updated regularly to ensure that risk in all areas is minimised and remain at safe and manageable levels.

There is also a business continuity plan in place that is an action plan should there be an Emergency.

Chapel Cottage is located just over two miles away from the existing home and can be accessed either via a country line or at times of adverse weather conditions, there are major roads which lead from the existing home to Chapel Cottage, which may be slightly further in distance. All of the community links mentioned above all are available to Chapel Cottage. The Police Station is located on the same road as Chapel Cottage along with several shops and other residential premises.

## ***5. The arrangements for supporting the cultural, linguistic and religious needs of children accommodated in the children's home.***

If a young person has particular cultural, linguistic or religious belief, and wishes to pursue those beliefs, it is important that they feel able to do so. The staff team within The Meadows will always actively support young people in pursuit of their beliefs, whether that is by providing a certain choice of food or preparation of food, or by ensuring that the young person has transport to and from their chosen place of worship.

We would also support them through access to people with similar backgrounds and via local amenities such as social groups or churches, mosques, temples, etc. Further information regarding the diversity of faiths followed in the Derbyshire area can be obtained from the local council ([www.derbyshire.gov.uk](http://www.derbyshire.gov.uk)), which contains a directory of faith groups in the locality.

In meeting the needs of young people from other ethnic groups and to combat racism within the home, we aim to create a stable, accepting, caring environment, which will help to:

- Enhance the young person's self-esteem.
- Provide the young person with coping strategies necessary for living in a society where they may experience racism, stereotyping and prejudice.



- Create a climate where racial and religious differences are acknowledged and valued and discussion about racial issues is actively encouraged rather than ignored.
- Allow visiting parents, relatives and friends to feel comfortable and supported in the maintenance of contact, regardless of race, religion, or class.
- Provide a range of multi-cultural books, pictures and magazines. Also, attention will be paid to meet choices of food, taste and its preparation.
- Provide appropriate health and hygiene support and care when necessary. Staff ensure of products or type of physical care should feel able to seek advice.
- Young people will be supported to practice any religious faith they wish to choose or any cultural norms for their society.
- Encourage acceptance of the young person's race in a positive way and not dismiss their race and colour as insignificant.
- Challenge racism in whatever form presented.

## ***6. Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.***

The Meadows recognises the vulnerability of children living away from home and how difficult it can be for them to make complaints, especially against adults caring for them. The atmosphere in the home and school is conducive to children expressing their concerns and staff are committed to solving problems as they arise. If the young person is in agreement, comments and complaints can be made on their behalf; for instance, by their independent visitor, through an advocacy service; or through their family.

The Meadows has a full written complaints and representation procedure, which is shown and explained to every child on their admission; they are subsequently reminded of their right to complain periodically during young person's meetings and following any incidents. In most cases the concerns of the individual can be resolved informally, without invoking formal procedures. Additionally young people are actively encouraged to seek outside support through their families, referring social services department, the Ofsted inspector, Regulation 44 Visitor, advocates or services such as 'Childline' if they have concerns that they wish to discuss.

There are child friendly comments and complaints forms. All staff have training on how to deal with a complaint, and who to report the complaint to. Staff are aware of the role of Ofsted and the Regulation 44 visitor. There are procedures in place for addressing complaints made about the Manager or the Owners. A log is kept of all complaints made and is available for inspection by Ofsted, the Regulation 44 Visitor and the children's social workers. The Manager reviews all complaints and records outcomes. The child's voice is always included.

A young person can also make a complaint or raise any concerns to their Social Worker should they wish to do so. A Children's Rights Officer can also be contacted if the young person did not feel that they were being listened to. The nominated officer would then make arrangements to visit and speak to the young person and follow up with any subsequent actions.

Child line also offer support and advice to young people choosing to use this service Telephone number **0800 1111**. In addition, each young person, parent or member of the public can make a complaint known to, Ofsted, Piccadilly Gate, Store Street, Manchester, M1 2WD. Telephone number **0300 123 1231**. All complaints are taken seriously and we will resolve problems internally, within recognised time scales when and where appropriate.

Any person wishing to complain about the home should contact in the first instance the homes manager; Jason Sellars at the address given later. The homes complaints policy is made available to all young people, parents where appropriate and social workers at the point of placement and additionally upon request.

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

The Meadows gives the highest priority to ensuring that the children and young people in our care are safe. We operate within the Arena of Safety and Aware Culture and rigorous recruitment procedures are followed. Staff are supervised, supported and monitored. One to one working is controlled. There are clear lines of communication should any staff have any misgivings about any aspects of practice.

There is provision for 'no fault' suspension of staff following the guidance in 'Choosing with Care'. There is also a whistleblowing policy stating lines of communication if any staff have misgivings concerning any aspect of practice. Failing to report abuse or suspicions of abuse amounts to gross misconduct under our staff disciplinary procedures.

All staff receive training in child protection procedures and whistleblowing upon induction. There is a copy of the Derbyshire SCB procedures within the home, the most up to date copy of Working Together to Safeguard Children and The Meadows 's own complementary Child Protection and Safeguarding Policy and Procedures. We aim to have all staff trained by Derbyshire Safeguarding Children's Board on safeguarding children. Staff are advised of the importance of not asking what might be interpreted as leading questions of the child.

Concerns about child protection issues are reported to the Manager or member of the management team that is on-call, if the Manager is not available. It is the manager's responsibility to make any referral to the Child Protection team. The child's Social Worker will also be informed. A log is kept of any child protection referrals.

The safeguarding/child protection policy is available within the home, sent out to parents and professionals on commencement of placement and for consultation. They will also be made available upon request.

### ***Preventing Protecting Restoring (PPR)***

The Meadows follows the Preventing Protecting Restoring (PPR) Intervention by BTC. This is a Crisis Prevention and management System that uses 'reasonable force' in 'last resort' circumstances to prevent crime, danger, and injury. The need to understand that the issue of "Last Resort" is often misunderstood. PPR believes it may be necessary to intervene at the start in order to prevent a "GREATER HARM FROM OCCURRING"

Prevention Protection Restoring (PPR) is crisis prevention and management designed to reduce the need to rely on high-risk interventions. The programme provides a structure to help make sense of a young person's difficult behaviour. Staff are taught specific techniques to prevent and manage crisis situations. This includes understanding the distinction between situational and maturational crisis and the use of a variety of intervention approaches and specific behaviour management techniques (e.g. caring gesture, prompting, planned ignoring and positive attention, hurdle help, time away).

Staff also employ the Life Space Interview, a therapeutic, verbal strategy for intervening with young people that was developed by Redl and Wineman in the 1950s. This is an intervention that occurs in the child's own life space, it uses their own reactions to difficult situations as a vehicle to change their behaviour and expand their understanding and insight into their own, and others, behaviour and feelings. The Life Space Interview can be used after any crisis event. It does not solve the problem; it is an ongoing strategy to help teach the child better coping skills. At The Meadows all staff are consistent in the use of this technique.

Preventing Protecting Restoring (PPR) also teaches a range of safety interventions, including releases and physical restraint. Physical interventions rest on the principles of a maximum amount of caring with a minimum amount of force and the goal of de-escalating the situation by reducing stimulation. Restraint is only used to increase safety.

Staff are continually observed and assessed whilst on the course and in practice. All parties play an active role in including reflective practice in real life situations, this ensures that staff remain vigilant and can analyse their own skills and practice and appraise the staffing team on how best to manage conflict situations with individual young people.

### ***Supervision and monitoring arrangements for Preventing Protecting Restoring (PPR)***

Written records are made of all Life Space Interviews and physical interventions. The Manager countersigns restraint forms. All staff are trained in Preventing Protecting Restoring techniques and receive regular updates. Any concerns about practice are initially overseen and addressed by Jason Sellars, Manager or Rachel Wain deputy manager.

The Behaviour Management policy is made available to parents, professionals and young people on commencement of their placement, and is regularly consulted upon.

## **View, wishes and feelings**

### ***8. A description of the children's home's approach to consulting children about the quality of their care.***

The staff at The Meadows are expected to work in partnership with young people to develop an ethos, which balances each individual's rights and needs with the needs of the group as a whole. They believe that the more involved young people are in influencing the day to day running of the home the more they will feel heard and respected and the more they will benefit from their time at The Meadows.

Each young person is allocated a key worker within 24 hours of placement and is offered at least one keyworker session per fortnight. This time will be spent looking at aspects of the young person's Placement Plan and will also offer the young person the opportunity to comment on how they are cared for and how the home is run. Key workers will also speak to the young person's family to hear their opinion of the young person's quality of care.

In addition, the young people have monthly meetings with staff, this includes any young person that may be in Chapel Cottage also. At these meetings there is an open agenda and any issues can be raised. Minutes are taken at these meetings. There is the opportunity for the young people themselves to take turns in chairing these meetings if they so wish. Staff also consult with placing Social Workers and other professionals involved with young people about the overall running of the home.

Young people are involved and consulted in relation to all aspects of their lives within The Meadows, their community their future and their role within family and society through:

- Full involvement in all meetings.
- Both planned/unplanned Placement Plan and keywork sessions.
- Regular young people's meetings.
- Menu/activity planning.
- Single bedrooms.

- To remain with own GP if feasible and if this is not feasible, to be registered with the local group practice.
- Encouragement and support to have regular visits to dentist and optician.
- The right to follow their own religious beliefs and the opportunity to attend the church, mosque, temple or other place of worship commensurate with religious beliefs.
- Each young person will have an individually focused Education Plan tailored to meet her academic needs.

Each young person is encouraged to, and supported by staff, in contacting the Children's Rights officer and/ or their IRO if required.

As part of the admission and welcoming process, each young person is given the contact details of Children's Rights, a copy of the home complaints policy and also the complaints procedure clearly explained to them. They are encouraged to share any concerns they have within the home either personally or anonymously if they are more comfortable to follow this route.

The young people can have access to a mobile telephone to make private phone calls as required subject to their individual risk assessment.

Written consent is sought by the young people we support to ensure they give permission for any external visitors to inspect and access their care plans and care records as part of the Regulation 44 Visit process.

## ***9. A description of the children's home's policy and approach in to –***

- (a) Anti-discriminatory practice in respect of children and their families.***
- (b) Children's rights***

The Meadows are committed to providing a living environment in which young people and staff can realise their full potential and to contribute to the home's development irrespective of their gender, race, disability, sexual orientation, marital status, part-time status, age, religion or belief. We value the differences that a diverse group brings to our home. All young people will be treated equally, with respect and, in return, the staff group expect to be treated in the same way.

The Meadows is an organisation that is committed to equal opportunities and anti-discriminatory practice, both in terms of the staff it employs and the children and young people it looks after.

All staff at The Meadows have equal access to training, supervision, support and promotional opportunities. Stereotypical thinking in relation to age, gender, sexual orientation and able-bodied status will be challenged. None of these issues of difference will affect an individual's position within the home or their access to achievement.

Similarly, all young people looked after at the home will have equal access to the benefits and opportunities available. It is recognised that on occasion, young people will behave in a way that attracts consequences. If and when this happens, the consequences will be applied consistently and fairly and in line with the guidelines provided by the Department of Health. Staff are clear that the purpose of the use of consequences with young people is to promote change rather than punish.

We believe that all people - colleagues, young people and visitors - should be treated with respect. Disruptive or offensive language or behaviour will not be tolerated and will always be challenged. When

young people perpetrate such incidents, they will be dealt with in a way that promotes better understanding and encourages a change of attitude and behaviour.

If young people are subjected to discrimination they will be offered protection, comfort and support. We believe that all young people are equally entitled to have their needs met and to be free from abuse and exploitation. Each young person will have a Keyworker who will explain to them their rights as a looked after child and will consistently ensure that these are being met. There will be regular meetings between staff and young people where the issue of children's rights will be addressed to ensure that young people feel that they are being consulted, listened to and treated equally and fairly.

## Education

### *10. Details of provision to support children with special educational needs.*

The Meadows School is a registered independent school with Ofsted and an accredited AQA examination centre for exams, including GCSEs. Our school provides a very high-quality teaching and learning environment. There are two classrooms and a quiet room as well as toilet provision. These are decorated and equipped to a very high standard.

All children and young people of school age are required to attend school. All staff at The Meadows are committed to preparing young people for a successful life; making the most of the opportunities available for them. A holistic education in its widest sense is a priority for the children in our care.

There are situations where the educational needs and/or abilities of a child coming to The Meadows have not been fully assessed or have previously been afforded a lesser priority due to their life experiences. We aim to provide each individual child or young person with the particular help and encouragement he or she requires to achieve their full educational potential which will equip them as well as possible for adult life.

It is our experience that children and young people in care have often suffered from lack of continuity in their education and because of difficulties and disruptions earlier in their life are damaged and vulnerable. They often suffer from low self esteem and may have under-achieved in the past. It is our aim to give every child or young person as many opportunities to succeed as possible.

Our staff team, which includes three qualified teachers can offer a wide range of skills and opportunities to the children in our care. Each child's Placement and Education Plan is built around learning experiences that reflect that individual's needs. The children will be encouraged to form links with the local community by joining local clubs and libraries and helping with community projects. Our classrooms provide a rich and stimulating environment with extensive resources including multi-media system and laboratory facilities. The opportunity for quiet study and the pursuit of personal hobbies and interests is not only available but actively encouraged.

"The Meadows provides its students with an outstanding quality of education and fully meets its aims. Outstanding curriculum provision and teaching based on the needs of the individual students ensure rapid progress and outstanding achievement from low attainment on entry. Students' outstanding behaviour and commitment to learning are an important factor in their success. Outstanding provision for students' health welfare and safety, including safeguarding arrangements, creates a secure and caring learning environment in which students flourish educationally. Students' outstanding spiritual, moral, social and cultural development plays a significant part in their preparation to live independently and take their place in society. The school meets all the regulations." **Ofsted quote from previous inspection.**

At The Meadows our School Curriculum is designed to take into account the very unique needs of each individual. Our staff are experienced in working with a variety of teaching and learning styles within the educational and therapeutic environment and our flexible approach is designed to help everyone to learn



to their fullest potential. The programme is intended to be broad and balanced and able to respond to a wide range of educational and emotional needs. We employ a holistic, “seamless” approach with teachers and care staff working together to provide a 24-hour educational and therapeutic experience

### Aims

- To provide a broad and balanced curriculum based on the National Curriculum, adapted to suit the unique needs of the individual and described through an Individual Education Plan
- To include the individual in their educational planning, provide continuous feedback and improvement to ensure individuals become confident, self-directed, lifelong learners
- To ensure opportunities are provided for individuals to learn and apply literacy and numeracy skills in a variety of situations both in and out of the classroom
- To provide accurate assessments of attainment, progress and achievement that informs future planning and progression
- To provide a variety of different instructional approaches that cater for the different ways individuals learn, including the use of technology, to support their learning
- To enforce firm boundaries and structure, with clear codes of conduct and teach appropriate ways of behaving both in and out of the classroom
- To provide the opportunities for the individual to develop the social skills and moral, spiritual and cultural awareness that will help them to become more-constructive members of society.

On referral to The Meadows School each child or young person undergoes a comprehensive assessment of their educational needs. A programme designed to meet these specific needs is then formulated considering their age, educational background and development, and their ability to function within the group.

Our teaching staff are qualified teachers as well as being experienced in many aspects of Outdoor Education, which allows a large degree of flexibility. Outdoor Education is an element that is available to all children and young people in our care and is an effective medium for the Personal and Social Development aspect of our Curriculum as well as aspects of PE.

Each child’s education plan will be built around learning experiences that reflect that individual’s needs. The opportunity for quiet study and the pursuit of personal hobbies and interests is not only available but actively encouraged.

The resources available at The Meadows aim to have a high impact on each child’s development. We aim to maximize the use of our own resources and those available locally. We have access to the careers service as needed for both children and staff.

The school is led and managed by Headteacher and Director Rachel Dowle, whom has a great deal of experience working within educational settings. Rachel leads her staffing team to achieve the best possible outcomes for the young people enrolled.

Please request a copy of the school’s curriculum.

### ***11.If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.***

The home is not dually registered as a school however, does have on site a school which is independently registered with Ofsted . Since the school is also owned by Country Care Children’s Home, all young people placed have an option of an allocated place within this school.

***12.If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children’s educational achievement.***

See text under number 10.

## Enjoyment and achievement

***13.The arrangements for enabling 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 interests and skills..***

Activities are provided as an integral part of our education programme. The Meadows offers a wide range of adventure activities including indoor and outdoor climbing, bouldering, kayaking, hill walking, gorge walking, orienteering, open boating. These are part of the education programme and are complimentary to other elements of the National Curriculum. Children are also supported in activities during their leisure time.

There are lots of Community resources in the local area for activities including Leisure centre’s, activity clubs and classes, youth clubs and volunteer organisations. Other activities that are available to the young people include swimming, badminton, squash, tennis, football, cycling, walking, ice-skating, rollerblading, Go Karting, horse riding, guitar lessons, dance classes, music and singing lessons.

The girls are encouraged to read; to participate in art and crafts. Children are encouraged to explore their artistic potential through art and craft, music, poetry, song, creative writing.

There are educational visits to museums and galleries.

The girls are encouraged to join in community activities such as youth club or climbing club, army and navy cadets and other interest groups.

Risk assessments are carried out for high-risk activities. There are stringent procedures in place relating to safety arrangements for young people and staff which includes staff leaving details of whereabouts, intended locations, amendments to plans and reporting in after an activity.

## Health

***14.Details of any health care or therapy provided including –***

- (a) Details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy;***
- (b) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or evidence can be accessed.***

Therapy at The Meadows is offered on an individual basis. We work in partnership with 'The Child Psychology Service' who Clinical oversight and direct involvement with all young people and the staffing team. We also have access to other therapeutic independent services so our therapy package can be tailored to the needs of the individual.

This process starts when the young person first arrives at The Meadows. Our therapist will meet with the young person and complete an assessment. As part of this assessment recommendations are made as to the best form of therapeutic intervention and a therapist offering that service will be allocated. We have a dedicated therapy room at the home. The frequency and type of sessions is dependent on the needs of the young person and may vary throughout their placement as they develop and needs change. Below are brief details of the therapies we currently use but because our service is totally needs lead our service will be tailored to each new individual. We have recently purchased a puppy who is to be trained to become a therapy dog. This will be a welcome addition to our therapeutic programme.

## The Child Psychology Service (TCPS)

### Clinical Psychologist

**Dr Shivani Chotai**

Senior Clinical Psychologist

Dr. Shivani completed her Clinical Psychology doctorate at Staffordshire and Keele Universities Shivani has worked in the NHS for six years and engaged in therapeutic intervention with people across the life span. Shavani has worked in services for children with social and communication difficulties, mental health difficulties and/or learning disabilities. She is registered with the Health and Care Professions Council.

*"My aims are to understand the psychological and emotional needs of the children that I work with and to help families explore the impact of early attachment experiences. It is really important for me to work collaboratively with families to create a safe space where children can learn to trust and begin to feel secure enough to explore emotions and integrate previous experiences. Building positive relationships is central to TCPS and I hope to convey a similar sense of safety and nurture with the families and systems that I work with".*

Qualifications.

- Doctorate in Clinical Psychologist (DClinPsy)
- Psychology Degree (BSc)

## Mary Ruth Therapeutic Services

### Therapist

**Mary Silson**

Mary Ruth Therapeutic Services is run by Mary Silson, a therapist who comes from a CAMHS and social care background. Mary has training in evidence-based psychotherapies for a broad range of child emotional, psychological, social or developmental difficulties. Mary has particular expertise in attachment and developmental trauma as Mary Ruth is a therapeutic service dedicated specifically for children in residential or foster care, or after adoption.

Mary is trained and experienced in many approaches for children looked after, including DDP, Theraplay—including MIM assessment, Art Therapy, Mentalisation based approaches, DBT approaches, family therapy ideas and Therapeutic Life Story Work. Mary worked in the field of looked after and adoption for over 10 years and utilise attachment focused models within her work with families and residential staff.

Much of Mary Ruth's clinical thinking is from an attachment and trauma focused framework, with a particular focus on the importance of working systemically with young people and their primary care givers to increase opportunities for young people to experience positive relational experiences, build upon their resilience and strength and fulfil their potential.

Mary also trains our staff team in the therapeutic interventions used to compliment the individual sessions with training in Attachment Disorders, Post Traumatic Stress Disorders, Eating Disorders and Personality Disorders to name a few.

The Meadows follow the Royal College of Psychiatry's Core Values "all behaviours have meaning and represents communication which deserves understanding"

Clinical supervisions are held by an external professional for the therapeutic staff team with clinical psychologists.

Our therapeutic model is broken down into several factors we have;

- A Skills Deficit Model - where we describe behaviours as being SAD not BAD (Skills-deficit And Distress not Behaviour problems and Deviance)
  
- A Relational Model – Nurturing, safe relationships 'PAVE the Way' to a better life
  
- A Therapeutic Risk Taking Model – Young People who CRASH need to learn to drive, not have their car keys taken away
  
- A Team Approach – Our teams teach, engage, attach and model.

Mary Ruth Therapeutic Services offer the following input to The Meadows (and is prioritised according to need):

- 1 day a week (either face to face or zoom if needed)
- Therapy sessions for young people (as appropriate)
- Staff consultations and debriefs including attendance at staff meetings.
- Staff training (as identified and required by the home)
- Attendance at CLAR reviews and so on.
- Close liaison with the Clinical Psychology service that will shortly be operating within The Meadows to ensure a wrap-around approach. Including jointly offering staff consultations and joined up therapy needs assessments to inform individual work with young people.

Mary Ruth Therapeutic Services are a small team of highly credible, highly experienced and highly committed mental health professionals. We believe that children in care are among the most vulnerable and damaged young people in our communities and they need and deserve intensive expert led care.

Each young person receives an assessment from them which aims to also chart progress made and areas of further development required.

The home monitors progress also through monthly monitoring of sessions attended along with measuring these within the homes robust outcomes monitoring documents.

**Professional Qualifications:**

BA (hons) Educational Studies

MA Art Psychotherapy HCPC registered

Further information on our therapeutic modelling can be gained from The Meadows Children's Homes. Our therapists are supervised by our Psychologist Dr. Shivani, whom in turn is supervised on a professional basis.

## ***Equine Assisted Learning***

Equine Assisted Learning is an intervention for people with a wide range of difficulties. It engages the person in a therapeutic/learning process to bring about awareness and change in emotional, psychological, physical and behavioural problems. It is experiential in nature, people learn about themselves and others by participating in activities with the horse then discussing and debriefing the process.

***"It has been clinically documented that just being around horses changes human brainwave patterns. We calm down and become more centred and focused when we are with horses," American horse trainer Franklin Levinson***

Simply being around horses can be a huge stress reliever. Equine Assisted Learning is especially good for people who don't take to talking therapies. Therapy is not a 'one size fits all'. While you might forget a conversation, you had with your therapist a few weeks on, it's unlikely you'll forget what happened when you stood in a field with your facilitator and a horse!

### **Equine Assisted learning offers an opportunity;**

- For experiential learning through the development of a relationship with a horse which relies on mutual trust and respect
- To examine behavioural issues such as healthy boundaries, in a non-confrontational way
- To learn new skills, learning to manage and care for a large animal
- To discuss personal care, hygiene, diet, and other important issues through discussion about the horse's needs
- To face fears, take responsibility and make decisions
- To talk about feelings, relationships, and ways of communicating (verbal and non-verbal) through observation of equine behaviour

### **Leading to;**

- More trust and respect for self and others
- A change in perception of self and others through self-awareness
- A feeling of empowerment, improved self-esteem, self-confidence, and assertiveness
- A more developed sense of responsibility
- Personal growth and understanding
- Improved communication skills and a better understanding of body language

## **Positive Relationships**

### ***15. The arrangements for promoting contact between children and their family and friends***

The importance of contact with parents, relatives, friends, those with parental responsibility and significant others is acknowledged and maintained, working in partnership with the relevant parties. The Meadows supports the principles within The Children Act 1989 that such contact should be promoted. These principles are further promulgated in Patterns & Outcomes in Child Placement which says:

***"policies and practice need to take seriously the now well established research finding that visiting is the key to discharge. Contact enhances the welfare of placed children and does not increase the risk of breakdown."***



Within the legislative framework decisions about contact will be made by the placing authority, subject of course to any order of the court. Nevertheless, The Meadows has a significant role to play in making contact arrangements work; in assisting the Local Authority to come to informed decisions about contact; and in facilitating informal contact between the child and significant others.

Where children are placed outside their home area, there is specific focus on practical arrangements that need to be put in place to ensure that young people maintain supportive contact with their social workers, with their families and friends; and with their home area.

Arrangements for contact, and any restrictions in contact, will be agreed with the Local Authority prior to admission. We will record details of contact visits in accordance with the regulations; these will form part of the case record and be available to the Local Authority. We will keep the Local Authority informed of our views on the contact arrangements.

Where restrictions on contact have been agreed (e.g. that it should be supervised) The Meadows will provide the necessary staff and facilities. There are ample facilities within the home to make contact arrangements work, ranging from accommodating private contact within the child's own space to supervised contact. Parents, family and friends etc are welcome to share meals provided that this does not conflict with the contact arrangements or impede the smooth running of the home. The Meadows aims to ensure that a welcoming and congenial setting is available for all visits.

The home has a private (payphone) telephone line designated for use by the young people, this is in addition to the office phone so that they can make and receive calls in private. There is a separate telephone room for the young people. The names and numbers of Childline, Children's Commissioner and Ofsted inspector are printed in the Children's Welcome Brochure and displayed by the telephone. There are facilities to monitor calls, but this only takes place with the knowledge of the child, the prior approval of Social Services and as part of the child's agreed Placement Plan. Each child is given a telephone allowance. This is in addition to their pocket money. In individual cases the telephone allowance can be increased in order to facilitate contact.

If a child has a mobile telephone a contract will be drawn up regarding its use; if the child is unable to adhere to the agreement the details may be changed or the phone withdrawn or its use supervised according to need.

The Meadows has a significant role to play in making contact arrangements work; in assisting the Local Authority to come to informed decisions about contact; and in facilitating informal contact between the child and significant others. We will facilitate arrangements for contact; including providing separate escort services where necessary.

Under no circumstances will refusal or restriction of agreed contact arrangements be used as a consequence. Where a young person refuses contact, we will discuss this with them and offer counseling but will not facilitate contact against their expressed wishes. The placing authority will always be informed of this.

## Protection of Children

### ***16.A description of the children's home's approach to monitoring and surveillance.***

Sections of the premises (internal and external); outhouses and vehicles may be protected by security sensors and alarms. The intention is to deter intruders, or alert to their presence. Staff vehicles on the premises may also be protected by alarms. Fire doors (internal and external) may be fitted with alarms that sound when the door is opened; depending on the agreed requirements of the Fire Service. Currently the fire door to the fire escape is fitted with an alarm. Children's bedroom doors are fitted with sensors that can be adjusted to alert staff if the door is opened.

#### **Reasons for use include:**

- A non-instructive way of monitoring that no-one (staff or child) enters the child's bedroom at night (this removes the need for visual checks by staff which can be disturbing for the child)
- The child feels safer: staff will know if anyone enters their bedroom.
- The child will not need to approach staff sleep-in accommodation if they need assistance in the night. Staff will automatically be alerted by the sensor and will get dressed and attend to the child's need.

## ***17. Details of how the homes approach to behavioural support, including information about –***

***(a) The home's approach to restraint in relation to children; and***

***(b) How person's working in the home are trained in restraint and how their competence is assessed.***

The Meadows gives the highest priority to ensuring that the children and young people in our care are safe. We operate within the Arena of Safety and Aware Culture and rigorous recruitment procedures are followed. Staff are supervised, supported and monitored. One to one working is controlled. There are clear lines of communication should any staff have any misgivings about any aspects of practice.

There is provision for 'no fault' suspension of staff following the guidance in 'Choosing with Care'. There is also a whistleblowing policy stating lines of communication if any staff have misgivings concerning any aspect of practice. Failing to report abuse or suspicions of abuse amounts to gross misconduct under our staff disciplinary procedures.

All staff receive training in child protection procedures and whistleblowing upon induction. There is a copy of the Derbyshire SCB procedures within the home, the most up to date copy of Working Together to Safeguard Children and The Meadows's own complementary Child Protection and Safeguarding Policy and Procedures. We aim to have all staff trained by Derbyshire Safeguarding Children's Board on safeguarding children. Staff are advised of the importance of not asking what might be interpreted as leading questions of the child.

Concerns about child protection issues are reported to the Manager or member of the management team that is on-call, if the Manager is not available. It is the manager's responsibility to make any referral to the Child Protection team. The child's Social Worker will also be informed. A log is kept of any child protection referrals.

The safeguarding/child protection policy is available within the home, sent out to parents and professionals on commencement of placement and for consultation. They will also be made available on the website.

### ***Involving the Children***

Children are encouraged to speak to management about staff. They have free access to their Social Worker and are encouraged to raise any concerns with the Regulation 44 Visitor. Risk assessments (both generally and for the particular child) specifically address the risk of abuse, or of bullying, and risk management plans are followed.

Within the Education curriculum, children receive specific guidance on keeping themselves safe; including how to safeguard themselves from abuse and bullying, both inside and outside the home. Maintaining control and discipline is of the highest importance. Our aim is to provide a safe, happy, warm and caring therapeutic environment for the children placed at The Meadows.

Positive behaviour occurs in situations where a high quality of care exists with good relationships between children and staff. This includes creating a pleasant physical environment, providing structure, discipline and supervision, and creating opportunities for experiential learning and success.

"A house that smiles,  
props that invite,  
and space that allows,"

Reasonable and appropriate boundaries and expectations of conduct are set and adhered to. Good behaviour and achievements are given positive reinforcement. There are points systems where children can work towards specific goals. Children can earn additional monetary rewards through successfully gaining all of their points for the week.

At The Meadows we recognise that moments of crisis provide both danger and opportunity. By appropriately managing the danger we create an opportunity for growth. We help the child through the crisis in a way that restores the status quo, balance or order and we teach the child better, more constructive, effective ways of dealing with stress or painful feelings.

We define crisis as a time when a young person has run out of or has never learned effective, rational, constructive ways of coping with interpersonal problems and difficulties.

Unacceptable behaviours are discouraged. In most circumstances verbal disapproval or reprimands are sufficient to maintain good order. When consequences are used, they must be appropriate, just and relevant. For example, if a young person deliberately breaks a window contributing towards the cost of repair and/or helping to replace the broken pane helps them to understand the consequences of their actions.

Other consequences could be the loss of privileges or treats, curtailment of leisure activities, additional chores or increased supervision. In all cases where consequences are used they are fully recorded in the log and approved by the senior member of staff on duty. The Manager frequently reviews the consequences log. Restorative Practice is also offered to young people by means of resorting any negative act to its original state. For example if a young person has been rude to a staff member it may be offered that they are able to make an apology rather than receive a consequence. Similarly if a young person throws eggs on a car, cleaning the car can return the vehicle to its original state, negating any need for consequences to be issued.

Physical restraint is used only to increase safety if there is grave danger to people or property. All staff are trained in Preventing Protecting Restoring, de-escalation techniques, behaviour management and restraint in order to maintain the safety and dignity of all involved. We have an on site facilitator of physical intervention training, this trainer runs regular courses so that staff may refresh their knowledge and is also responsible for assessment on the training course and ongoing assessment within the home. In the event of a physical restraint full support is given to all those involved in the incident and a full written report is made. The report includes the views of the child. Children and young people are encouraged to add to the written record of the restraint using a report form that has been carefully designed to elicit their feelings about the incident.

There are detailed recording requirements that must be followed whenever a consequence is imposed or there is a safety intervention involving physical restraint. There will always be a management overview of the effectiveness of the measure and whether alternative techniques could have been used. We also monitor overall use of interventions within the home, and regular guidance is given to staff in debriefings, in supervision, in team meetings, and in training.

### ***Supervision and monitoring arrangements for Preventing Protecting Restoring (PPR)***

Written records are made of all Life Space Interviews and physical interventions. The Manager countersigns restraint forms. All staff are trained in Preventing Protecting Restoring techniques and receive regular updates. Any concerns about practice are initially overseen and addressed by Jason Sellars, Manager or Rachel Wain deputy manager.

The Behaviour Management policy is made available to parents, professionals and young people on commencement of their placement, and is regularly consulted upon. This policy is also available on our website.

## **Leadership and Management**

### ***18. The name and work address of –***

***(a) the registered provider;***

***(b) the responsible individual (if one is nominated); and***

The registered providers are: -

Pamela and David Cathcart. The Meadows Children's Homes Ltd, The Meadows, Beech Lane, Dove Holes, Derbyshire, SK17 8DJ

**The Responsible Individual is: -**

Rachel Dowle  
The Meadows Children's Homes Ltd  
The Meadows  
Beech Lane  
Dove Holes  
Derbyshire  
SK17 8DJ

**The Registered Manager is:-**

Jason Sellars  
The Meadows Children's Homes Ltd  
The Meadows  
Beech Lane  
Dove Holes  
Derbyshire  
SK17 8DJ

### ***The Meadows Children's Homes Ltd***

The Registered Provider is The Meadows Children's Homes Ltd. The Directors David and Pamela Cathcart founded The Meadows in 1999. Rachel Dowle, the Meadows School Headteacher, Janine Morrell and Neil Booth were appointed directors in 2019. The Meadows was opened in July 1999. The Directors take an active role in helping to run The Meadows. Both David and Pamela served with the Greater Manchester Police in the CID for many years.

All care staff are trained in Preventing Protecting Restoring, First Aid, Safeguarding, they also receive training in areas relevant to the young people resident at any one time eg. DBT Skills, Suicide and Self Harm Training, Lone Working and Eating Disorders. Additional qualifications held by our staff team are given below;

### ***Contingency Plan for Staffing***

The home has a well-established staff team, who in periods of absence cover each other's shifts. However, the home also has a team of bank staff who are available to work at short notice in order to cover any sickness. The Manager and Deputy also partake in an on-call rota system which is in place for emergency phone advice and additional staffing resources available should this be required as a last resort. As an organisation we do not utilise agencies under natural circumstances, since we feel our young people can have consistency provided in a more holistic manner by keeping staff cover in house.

### **Gender balance**

It is our policy to ensure that there is a mix of both male and female staff on The Meadows team.

## ***19. Details of the management and staffing structure of the children's home, including arrangements for the professional supervision of***

## ***staff employed at the children's home, including staff that provide education or health care.***

In the absence of the manager or the deputy; the responsible individual takes charge of the home assisted by a senior worker.

There are two designated keyworkers for each child in placement. There is on-call back up advice and support 24 hours a day.

Supervisions are conducted in accordance with the Children's home regulations. Therapeutic and Educational staff have the opportunity for professional supervision, specific to their roles.

The homes supervision structure sees the manager supervising the deputy and some senior staff, the deputy supervising some seniors and residential staff and the senior staff supervising residential and relief staff.

The therapists are supervised by the Clinical Psychologist on a weekly basis, who in turn receives professional supervision independently.

### **Regulation 44 visits**

Regulation 44 visits are carried out by an external agency that is impartial and independent of the organisation. The reports are available for reading by all staff, social workers, and inspectors. The inspector has extensive residential experience and aims to at every visit; interview with their consent and in private, children accommodated by the home, their parents, relatives and staff working within the home along with any other people they feel relevant such as social workers or advocates.

The premises are also inspected on every visit along with records of the home apart from any case recordings, unless this has been agreed by the child and placing authority.

The home consults with the local authority of Derbyshire in order for them to approve that the arrangements in place for regulation 44 inspections are satisfactory.

### ***20.If the staff working at the children's home are all of one sex, or mainly one sex, a description of how the children's home promotes appropriate role models of both sexes.***

The home has both male and female staff although the gender balance is predominately female. The home has a female deputy manager who is on site daily along with a male Registered Manager who again is on site daily. In addition to this the home does have a small selection of male residential staff. This we feel is sufficient to provide the girls that we accommodate with positive male role models.

## **Care Planning**

### ***21.Any criteria used for the admission of children to the children's home, including any policies and procedures for emergency admission.***

When considering the admission of a young person attention will be paid both to their needs to those of the girls already within the home. Young people of any ethnic origin or religious persuasion may be admitted to the home.



Young people may either be accommodated by a local authority under section 20 of the Children Act 1989 or subject to a care order, section 31. Young people can be placed by Voluntary Organisations and Others. Remands may be considered.

- The Placing authority must be supportive of the objectives of The Meadows
- The placing authority must be supportive of Preventing Protecting Restoring
- The child (and parents where appropriate) must be consulted about the placement

The girls placed at The Meadows are often in a period of upset or disturbance, such the breakdown of their previous placement. There may be occasions where The Meadows will accept Emergency Referral's, this will always take into consideration the needs of the girls currently in placement. It is the expectation of The Meadows that the placing authority will actively support the young people through this stage. Young people may, on admission, spend time away from The Meadows as an introductory period; giving them the chance to adjust to the change from one living situation to another. This is particularly important where the young person is coming from distressing circumstances such as a family or placement breakdown.

Young people will always be given written and verbal information about The Meadows at the earliest opportunity. A copy of the Children's Brochure is available on The Meadows's website.

Many of the girls placed at The Meadows are being placed out of their own area. In addition to our standard Admission Procedures, we also ensure that there is appropriate information sharing between agencies in the respective areas, and in particular the girl's health and education needs are met and they will feel safe and supported away from their home area. There is a focus on how contact with their home social worker and with their family and other significant people will be addressed.

In the event of a same day placement being required, we would require details about the young person regarding their background, their immediate needs and relevant consent forms, and we would therefore require our referral form containing that information to be emailed to us as soon as possible. It would also be beneficial if the young person and their Social Worker were able to visit the home on the same day in order that their feelings and wishes can be ascertained. Thereafter, an informed decision can be made as to whether the young person's needs could be met at The Meadows.

## Chapel Cottage

### *22. Chapel Cottage of The Meadows Children's Home*

Chapel Cottage was implemented to cater for the ever-increasing needs of the young people that are referred to us. Chapel Cottage is an extension of the main home on a separate site just a few minutes' drive away from The Meadows's main site. However, unlike the main house, we offer placements to both genders. The home is located in Chapel en le Frith, the adjacent village to Dove Holes. Chapel en le Frith has a range of shops and leisure facilities, shares good transport links having a train station and good bus links. There are a range of employment opportunities, schools cafes within the area and community activities are abundant.

Chapel Cottage was created in order to afford the young people resident within the main home the opportunity to work more intensively with the staff team and enable them to have uninterrupted time away from the main home. The home has been created to address such things as;

- **Emotional Crisis** – There may be times within a young persons placement when their emotional stability wavers, this can often occur when a young person is working through a therapeutic programme and revisits historical traumatic events as a part of this programme. In instances such as this, Chapel Cottage can be utilized to give that young person time away from the main home in an uninterrupted environment. The young person very much remains a part of the main home, attending school on a

daily basis, joining in on group activities, attending children's meetings, retaining their bedroom in the main home and generally continuing to be an active member of the main house. What Chapel Cottage does in this instance is afford the young person the opportunity to undergo more intensive therapeutic work facilitated by the homes therapists and staff team.

- **Admission assessment** – When young people move to The Meadows, they go on a time away induction. This is to give the young person the opportunity to be introduced to the rules, boundaries and expectations of the home in an environment where any negative behavior shown does not impact upon existing residents. In circumstances such as this young people are generally staffed on a 2:1 staff young person ratio, this enables the young person to meet many members of the staffing team and helps the young people, to build relationships with staff before moving permanently into the main home. Should we feel that a young person may struggle to adjust to group living immediately, especially following hospital discharge or when moving to us from a solo placement the Chapel Cottage affords us the opportunity to extend the induction period of a young person so that they move into the main home when they are ready to do so.
- **Discharge** – Should it be necessary for a young person's placement to end abruptly, for any given circumstance, Chapel Cottage can be utilized to accommodate the young person until such a time that an appropriate alternative placement can be found. Therefore if there is a deterioration in a young person's behaviours which we feel that would be of a detriment to our other young people, there is an option for them to end their stay at The Meadows within the Chapel Cottage, should this be available at this time.
- **Independence** – As many of our young people have long term placements at The Meadows, we find that with many we work with them to build skills in independence. Having the Chapel Cottage means that young people can be fully independent for periods of time. They can practice budgeting skills, household tasks such as cooking and cleaning, time management, time on their own (this we find is often something that young people struggle with when they move from our service).
- **Rewards** – Often our young people relish the thought of 1:1 time with staff and when they have consistently shown positive behavior, we reward them with pamper relaxation weekends within the Chapel Cottage. This helps young people build positive quality relationships with staff, helps to recognize the positive efforts that they have made and gives them a short break from group living.
- **Family Contact** – We have found that some of our young people have very large extended families that like to visit on special occasions. At such times this can be somewhat disruptive to our other girls and therefore we are able to utilize the Chapel Cottage to host birthday parties and family gatherings, giving the young person quality time with their family, whilst aiming not to disrupt the day for the other young people accommodated in the main house.
- **Intensive work** – Sometimes it is necessary to fully supervise a young person as their risk level has increased, be this due to deliberate self harm, suicidal idealization, persistent absconding or any other inherent behavior displayed. Again, having a young person displaying these behaviours can be detrimental to the other girls in house and indeed can be difficult for the young person displaying the difficulties, they may struggle to function in group living environment. Having just one young person within the Chapel Cottage means that more intensive work such as key sessions, education and training around certain topics and therapeutic input can be more accessible.



In any of the scenarios mentioned above, the function of Chapel Cottage will remain the same. It is another site however operates in accordance with the policies procedures and practice, as the main home, sharing the same staffing team/structure, management team and ownership. Young people who are accommodated within the Chapel Cottage for any period of time, will maintain a place in the main house, will be actively involved in the main house attending school on a daily basis, attending group home activities, attending children's meetings. Any Looked After Review meetings can be held within the main home, or alternatively if it is necessary, within the Chapel Cottage. Both sites will undergo the Regulation 44 and 45 inspections as a combined visit.

We anticipate that stays within the Chapel Cottage will remain short in duration, however at times it may be necessary to extend the stay for longer periods, especially if the young person accommodated there is thriving within all aspects of their life and making progress.

Chapel Cottage has the same admissions policy as the main home and are admitted to and from the main home. The registered manager has responsibility for both sites and the staff team is shared between both sites, meaning that all staff receive the same level of supervision and training. The registered manager is also readily able to assist with an urgent problem occurring within either home.

Chapel Cottage affords The Meadows the flexibility to plan, manage and create packages of care that are bespoke in nature in an environment where young people can maintain consistency and helps to provide an exclusive environment where emotional stability can be reestablished.

### ***23. Covid-19 measures.***

As described above, Chapel cottage is a solo placement and there needs no separate isolation. In the main home we have designed and modified an area of the home that is dedicated to the isolation of young people and staff to isolate if the need arises. The home is large enough to accommodate a separate 'wing'. This area of the home has a bathroom, bedrooms for staff and up to 2 young people and bathroom as well as a living room equipped with a smart TV comfortable sofa and all that you would expect to find in any living room. The area also has its own external fire door that can also be used as an entry and exit.

