


Children's Services

Statement of Purpose and Function Residential Home Datchworth Project

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1. Introduction – Aims and Objectives

The Children's Residential Service provides residential care for children who are Looked After by Hertfordshire County Council. It is an integral part of Children's Services and is placed within Specialist Services. It is managed by the Head of Children's Residential Homes.

There are 7 homes, which make up the residential child care service, with consistent policies and procedures. Each home has a distinct client group and role.

The Residential Service comprises:

- The Oaks – a long term 7 bedded home for 11-18 year olds.
- The Barns – a long term 7 bedded home for 11-18 year olds.
- Six Hills – a long term 7 bedded home for 13 -18 year olds
- Willow House – a six bedded long term home for children with a disability aged 11- 19.
- Wilbury Road – a six bedded respite home for children with a disability aged 5-19.
- The Datchworth Project– a specialist service with four beds available for therapeutic stays two weekends a month for children aged 16 and under
- The Lakes - a specialist Adolescent Resource Centre with four beds available for a 28 day assessment for children aged between 12 and 18

Aims & Objectives

The overall aim of the service is to provide care of the highest quality which allows children to feel safe and nurtured. The Residential Service sets its aims and objectives with reference to Governmental Legislation and Guidance, Hertfordshire County Council's Policies and Procedures, The Local Authority Children's Plan, The Children Looked After Strategy, and other relevant documents and guidance.

The Datchworth Project are delivering a specialist fostering service alongside their intervention provision and have recruited and trained a small number of Datchworth Foster Carers to offer placements to children referred to the project. The aim is to offer a flexible and responsive resource to the most traumatised of children in Local Authority care. Information about the scheme is attached in Appendix 2. Foster care placements are governed by the Fostering Regulations and are managed alongside this document.

The service aims to achieve good outcomes for children by offering planned care that meets individual needs. A Case Information Record including a support plan of intervention will be written on admission to the project and will be reviewed regularly and always within 12 weeks. The project will address the five outcomes in the following ways.

Being Healthy

- i. Ensuring children attend regular health check ups and receive appropriate medical care.
By:
Supporting carers and families to act as 'good parents'.
- ii. Providing support for children to understand their past and the impact it has had on them enabling them to make full use of their current opportunities and preparing them for their future.
By:
Expecting staff and carers to listen and talk to children to help them try to make sense of their history and experiences.
Staff and carers working to and promoting structures and routines for all children in line with their care programmes.
- iii. Providing healthy meals and promoting exercise
By:
Encouraging carers to provide healthy meals by providing information and ideas
Staff and carers promoting participation in appropriate groups, clubs and activities making use of local and community resources wherever possible.

Enjoying and Achieving

- i. Ensuring children have appropriate school placements and achieve high attendance levels.
By:
Staff and carers promoting, encouraging, and supporting children to attend education.
Staff and carers attending all relevant meetings including Personal Education Plan meetings, SEN. reviews and pupil progress reviews.
Staff and carers attending school events e.g. performances and assemblies.
- ii. Providing a consistent approach and giving opportunities for play, leisure activities and positive new experiences using wherever possible local resources.
By:
Each child having the encouragement and opportunity to pursue suitable hobbies and interests.
Ensuring that all Case Information Records give consideration to the child's need for community links, recreational, medical, educational, family, cultural, racial and religious needs.

Staying Safe

- i. Ensuring that children are protected from harm and are kept safe.
By:
Providing a safe, secure, well maintained home with appropriate furnishings and decoration.
Ensuring carers homes meet Fostering Regulations
Ensuring staff and carers work within all policies and procedures especially those covering child protection, bullying, and keeping safe.

Ensuring that all relevant pre-employment checks are completed and all efforts are made to ensure the safe recruitment of staff and carers.
Promoting and supporting the use of Responsible Reporting Procedures.
Ensuring good recording, reporting, monitoring, and audit procedures are in place.
Having a firm commitment to staff and carers support and training.
Providing staff and carers with a range of behaviour management techniques and strategies in line with the child's CLA care plan and Case Information Records
Giving each child the opportunity to request an advocate, providing regular meetings with the advocacy service NYAS, and providing access to support organisations such as ChildLine.
Ensuring that each child has access to information about HCC's complaints procedures.

- ii. Assisting children in understanding their feelings and behaviour and coping with the consequences of their actions.

By:

Ensuring staff and carers meet at all times the child's need for security, affection, dignity, privacy, respect and stimulation.

Holding weekly sessions.

Using restorative justice conversations when things go wrong.

- iii. Providing children with a positive home environment that creates security, has clear boundaries and structures, and encourages growth and belief in themselves to help them achieve their full potential with regard to personal, social, educational and health development.

By:

Providing children with single rooms and operating a 'knock and wait' policy. Wherever possible giving children and their families' encouragement to contribute and support the individual Care Programme.

Achieving Economic Wellbeing

- i. Promoting a positive attitude towards education, training, and employment.

By:

Staff and carers acting as good role models.

Working with other professionals to ensure appropriate school placements.

Providing opportunities for children to engage in activities aimed at inspiring achievements.

- ii. Involving children wherever possible in the decisions concerning their day to day life and giving them opportunities to contribute to their long term plans.

By:

Holding Children's Meetings each open weekend which give them space to voice their views and for staff to give them information.

Encouraging and supporting children to participate in their reviews, care plans and any other meetings affecting their lives.

Making a Positive Contribution

- i. Providing children with good role models in order to assist them in forming secure positive attachments and build positive relationships.
By:
Recruiting committed and enthusiastic staff and carers.
Ensuring that all staff have supervision and appraisals in line with HCC's Performance, Management, and Development Policy.
Ensuring that all carers are supervised regularly and have meaningful reviews.
- ii. Providing opportunities for children to be involved with community and charitable projects.
By:
Enrolling children in local clubs.
Promoting participation in clubs that support contributing to society, e.g. Church clubs, Cubs & Brownies.
Staff leading on charitable projects.
Promoting recycling and good use of resources.
- iii. Encouraging children to gain and maintain a positive image of themselves and their heritage by respecting and valuing their religion, culture, ethnicity, language, gender, sexuality, and disabilities.
By:
Keeping children involved in planning and addressing their care needs
Attending celebrations of cultural diversity
Promoting good self care and image

We will also promote a culture where staff and carers are encouraged to identify and progress opportunities for improvement and change within current policies and procedures. Further details of how we will meet these outcomes are provided in following sections.

2. Facilities and Services

The Datchworth Project is a newly built four bedded home in Watford. There is a lounge, a dining room / play room, kitchen, four children's bedrooms with en-suite bathrooms, two sleeping in rooms, a bathroom, laundry room & staff office in the home and in the adjoining office area there are offices, storage rooms and staff kitchenette. There is also a separate block with a direct work room where children can do life story and other direct work sessions and two rooms for supervised contacts. The home meets all the requirements of the Disability Discrimination Act and is fully accessible to wheelchair users having a lift to the second floor and a lift from the car park to the home. Outside there is a large garden which is securely fenced to all sides, a bike store and secure bin stores.

We have a car for the Datchworth Projects sole use. The appearance of the home is very bright and child centred with framed photographs, drawings, and pictures to reflect different cultures. The overall aim at The Datchworth Project is to enable children to develop positive attachments to enable them to live in a family environment.

The Manager of Datchworth is directly accountable to the Head of Children's Residential Homes, Lynnn Knowles who is based at:

Children's Services
The Lakes ARC
Welwyn Garden City
Herts
AL8 6YW

When there are children staying in the home there will always be a minimum of two staff on duty with staffing levels being appropriate to the numbers and needs of the children accommodated. Through the night we will have two 'sleep in' members of staff. It will be the responsibility of the Manager to maintain the most appropriate staff presence within the service as a whole. Staff allocated to particular responsibilities will be expected to work flexibly.

The Managers, Deputies and Specialist Supervising Social Workers from The Lakes and Datchworth provide an on-call service to the homes on a rota basis outside office hours. The Hertfordshire County Council Out of Hours Service is also available outside office hours.

Professional Services Available in the Community

- CAMHS (Psychotherapy, Play Therapy).
- Medical (dietician, Community Doctor, specialist nurse for Children Looked After opticians etc).
- Family Placement Teams.
- Advisory Teacher / Tutors.

Services Offered at The Datchworth Project

Our objective is to develop the physical, social, psychological and emotional wellbeing of the children we look after using an intervention called the Attachment, Self Regulation and Competency model

In order to facilitate this we offer help in the following areas:

- Attachments
- Self regulation skills
- Life and social skills.
- Self-care/personal safety.
- Loss. & Bereavement.
- Identity / self-esteem.
- Anger management.
- Relationships.
- Group living.
- Working with inappropriate and sexually harmful behaviours.
- Safe expression of feelings.

The following systems are in place to achieve this:

- Regular Network Meetings
- Carers sessions
- Good primary care.

- Appropriate role models.
- Life story work.
- Group work.
- Individual work.
- Recreational activities, diversion work, crafts.
- Joint work with families and/or relevant persons/organisation.
- Clear and factual information on health and education issues.
- Assessments

Daily Routines for Therapeutic Weekends

When children are resident the home will keep a daily record of events including absences, visitors and incidents. Records are kept regarding planned activities, visits, children's feelings & relationships. The aim of the records is to formulate the patterns of behaviour of each child identifying useful and helpful strategies for working with that child, both in the here and now and in the future. These records form the basis of regular and Statutory Reviews, providing documented information.

Shift plans are recorded using the appropriate forms.

Handovers

At the end of each shift, staff going off duty will hand over to staff coming on duty. This will involve discussing the last 24 hours and any significant events, discussing each child's current situation, checking diaries for appointments for staff and children and planning for the next shift - what needs doing, who does what etc.

Reference: Residential Child Care, Standards, Policies and Procedures, CSF3786 Care Practice 1.

Support Intervention Sessions

All children have a named Project Worker. This person is known to the child before admission where possible. The Project worker is responsible for keeping records up to date and focused on the child's needs and is the member of staff who ensures all the activities, reports and meetings in relation to the child are undertaken in liaison with allocated Social Workers. The Project Worker will have dedicated time, minimum of one hour per week, to spend with the child to help them understand what is happening to them, discuss their future, encourage them to maintain a positive image of themselves, and work closely with the child's parent/foster carer to help give the child the opportunity to build on or create attachment skills through learning about their physiological, emotional and cognitive responses to situations and developing their ability to make healthy choices about their actions and behaviours

All support intervention sessions are regularly supervised and monitored by the Senior Project Workers and the Deputy who holds responsibility for overseeing that sessions are held and the correct paperwork completed.

Senior Project Workers – Qualifications and Experience

There are 3 Senior Project Workers at Datchworth who hold or are working towards a minimum of a NVQ level 3 or Diploma in Caring for Children and Young People or equivalent qualification. Senior Project Workers have experience in residential childcare, with knowledge of relevant childcare legislation, procedures and responsibilities.

Project Workers – Qualifications and Experience

There are 10 wte Project Workers, who hold or who are working towards a minimum of a NVQ level 3 or Diploma in Caring for Children and Young People or equivalent qualification. Project Workers have life and / or work experience of young people experiencing difficulties. Some hold previous experience of residential childcare.

Support staff – qualifications and experience

There are posts for:

One full time Office Manager

One full time Handyperson

One full time Domestic Assistant

We aim to recruit care and support staff to reflect the gender, race and creed of the local community.

Detailed information on all the staff, including names and qualifications and experience is held on a separate record and is available on request.

6. Staffing

Prior to working within The Datchworth Project and in accordance to HCC's Selection and Recruitment process every member of staff undergoes a Disclosure and Barring Service check. The County Medical Officer also receives confidential health and medical information. Two references are received and verified prior to commencing active duty. Staff appointed to The Datchworth Project are required to conduct themselves in a professional manner at all times.

The Datchworth Project recognises that staff are a most valued resource. We aim to build on and develop their existing skills and see this as a vital ingredient in the provision of a quality service. The staff's aim is to enable children to develop self help skills and self esteem as well as providing a safe place in which children can stay. Providing such quality care does not happen by coincidence, it is achieved by:

- 1) Having a comprehensive induction programme for new staff.
- 2) Providing individual supervision which takes place once a month. New staff receive one to one supervision at least fortnightly during the first six months and agency staff receive one to one supervision no less frequently than after each eight shifts worked wherever possible.
- 3) Holding fortnightly staff meetings

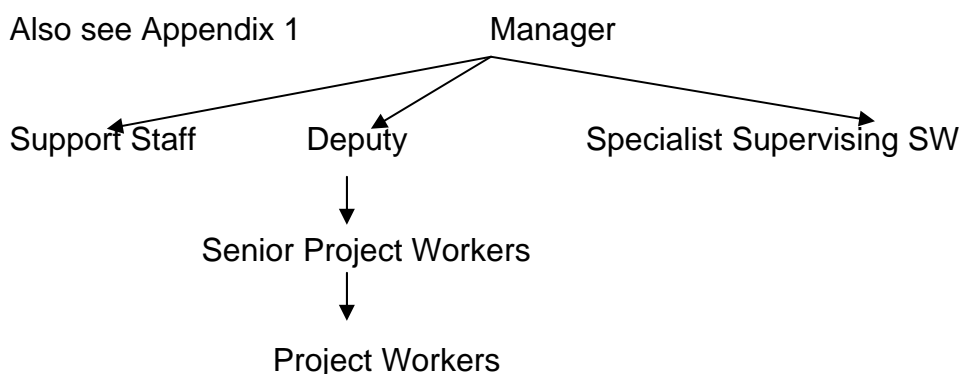
- 4) Having consultation meetings with Child and Adolescent Mental Health Service where required.
- 5) Having fortnightly skills training in the new model of working, the Attachment, Self Regulation and Competency Model from the Boston Trauma Center.
- 6) Having a comprehensive training programme which meets the requirements of the Care Standards Act 2000, including the following elements:
 - Keeping Safe.
 - Child Protection Foundation.
 - Child development/communicating with children.
 - Child abuse/trauma.
 - Recording skills.
 - Health and hygiene.
 - National Vocational Qualification (NVQ) and new CWDC qualifications.

Access is also given to selected staff to Sponsorship to the Degree in Social Work and managerial qualifications.

- 7) Black and Asian Workers Support Group.
- 8) Having access to consultation from therapists on pieces of direct work and outreach work.

7. Organisation Structure

Also see Appendix 1



Roles within the Home

For the overall management of the service including its staffing, buildings, care practice, administration and transport the staff team is made up of the following workers who have different titles and functions.

Registered Manager

This person has overall responsibility for the running of the home and project, which includes decision making about staffing, finances, policy and procedures.

Deputy

The function here is to be responsible for the care practice, planning and development as well as deputising for the Manager. The Deputy also supervises the senior project workers.

Specialist Supervising Social Worker

Supervises the specialist foster carers attached to the project and works alongside the Manager and Deputy to ensure that the children's case Information Records are used effectively. They are part of the management team.

Senior Project Worker

These members of staff are responsible for supervising staff, basic administration, health and safety checks as well as ensuring that the shifts are planned, that all workers are clear what they will be doing on a particular shift and that all planned visits and appointments are accounted for during the shift period. The Senior Project Workers are responsible for the immediate health and safety of children and young people, visitors and workers. They also supervise, formally and informally, Project Workers and are allocated the more complex individual cases. They are responsible for completing assessments for children joining the project and are part of the management team and provide duty cover.

Project Workers

Project Workers are responsible for meeting the day to day physical, psychological and emotional needs of children and young people when on shift. They also hold case responsibility for allocated children and they are responsible for ensuring Case Information Records and support plans meet the needs of the children. Their work includes individual and group work, maintaining records, and liaising with outside agencies. Workers are rostered to provide duty cover tailored to the needs of the children and the project.

Domestic/Ancillary Staff

To assist the care team in the smooth running of Datchworth we also have the following support staff:

Domestic Responsible for general domestic duties and laundry.

Handyperson Responsible for general building maintenance.

Office Manager Responsible for maintaining and recording all financial procedures e.g. cash book, budget etc and keeping the Home Manager informed of financial matters. They are also responsible for admin duties such as correspondence; typing and they supervise support staff.

8. Definition of Client Group

The Datchworth Project provides specialist intervention to children aged 12 and under at time of referral. The project offers specialist foster care placements, support and training to mainstream and kinship carers, alongside the intervention and support plans for children. Children accepted by the project have severe emotional and behavioural needs due to early

childhood trauma and are likely to have faced multiple placement breakdowns and are having difficulties in more than one setting. Part of the support offered to children and carers is for the children to spend some time staying in the therapeutic provision, this will usually be on a planned basis over a weekend during which time assessments, individual and group work can be carried out. If and when required, and agreed by the manager and team working with the child, this residential support can be for longer periods or provided in an emergency situation.

9. Admissions Criteria/Referral Process

Admissions Criteria

Referrals will be considered for children of either gender aged 12 and under who have been assessed as needing specialist intervention. All referrals are considered by the manager and deputy with regard to the child's needs and the capacity of the project. Where applicable children are placed with specialist carers or support and intervention packages are put in place according to the clinical and social needs of the children.

Requests for emergency admissions will be considered in extreme circumstances and accepted only if in accordance with the needs of the child. Where a request is made for admission into a residential placement without the child being known to the project the information must initially be sent to the Manager for consideration. The referral will be considered with regard to staffing, other activities and potential timescales and a discussion had with Head of Service prior to agreement. If admission is agreed then permission will be sought from Ofsted prior to admission.

The decision for new admissions to the home now rests with the Registered Manager.

Referral Process

Please see Appendix B

Information sought prior to decision will include:

- Hertfordshire Access to Resources Panel (HARP) Referral form
- Personal Education Plan.
- Initial / Core / Complex Needs Assessment.
- Any recent school, psychiatric or medical reports.

On receipt of this information the Manager and Deputy will assess the suitability of the request and will identify the Intervention plan offered. Where necessary advice will be taken from other resources such as CAMHS, Child Psychiatrists and Advisory Teachers prior to agreement being given.

An Initial network meeting will be convened by the Manager and will include the Social Worker, relevant professionals and if appropriate family members. This meeting will identify if the Datchworth Project is a suitable resource of

intervention for the child. If agreed, the work to be carried out will be identified and arranged. All of the child's relevant networks will be expected to sign an agreement of how they will support the child throughout the intervention.

Assessment Planning Meeting

The purpose of the assessment planning meeting is to agree a plan of work with the support network surrounding the child that the Datchworth Project will undertake.

The allocated Project Worker will visit the child in their family or current placement and share information about the Datchworth Project and / or the carers. The child will be given a leaflet outlining basic information about the Project and an individual and appropriate plan of introduction will be formulated.

If the child is to stay at The Datchworth Project as part of their Intervention plan a visit will be arranged. During this visit the child will be accompanied by their Project Worker and carer and will be introduced to staff and shown their bedroom. The Project worker will, if possible, be present on their first stay.

10. Number of Children Looked After

Datchworth can have up to four children of both genders stay in the residential provision which will mainly be open at weekends. These stays are planned and consideration will be given to the matching of children on any specific weekend, based on age, gender and identified work plans to ensure that their needs can be met.

11. Philosophy

1. Our work promotes the five outcomes for children, the philosophies of the 1989 Children Act, Leaving Care Act 2000, the Care Standards Act 2000, the Adoption and Children Act 2002 and Hertfordshire Children's Services principles:
 - To promote and safeguard the welfare of children throughout their childhood.
 - To promote working in partnership with children and families.
 - To ensure an explicit equality of opportunity.
 - To promote positive contact with the child's natural family.
 - To promote the education of all children.
2. We strive to provide a caring, safe and stable environment.
3. We will listen to, hear and understand what children say, taking this into consideration when planning their future and ensuring their views are heard through an advocate if appropriate.

4. We strive to practice and promote equality of opportunity, recognising and providing for each child's racial, cultural and religious needs within a model of anti-discriminatory practice, working in line with our Putting People First policy. All departmental and local policies and procedures are written in line with HCC's Integrating Equalities into Policies and Procedures in mind. An Equality Impact Assessment will be carried out where applicable.
5. We strive to work in an open and accessible way treating children, young people and their families with fairness and respect.
6. We aim to work within the Attachment Self Regulation and Competency Model which is supported by the Child and Adolescent Mental Health Service and in the initial stages a Consultant Psychotherapist and group trainer.
7. The Datchworth Project and Hertfordshire Children's Services are committed to monitoring its services for all children in its care. The following inspections and audits ensure that the care on offer does not fall below a best possible standard:
 - (i) The Datchworth Project is inspected by Ofsted at a frequency in accordance with their guidelines. From these inspections an action plan is drawn up and actions are timescaled and monitored, a crucial element of Ofsted's role.
 - (ii) HCC completes Regulation 33 visits on a monthly basis. Recommendations and observations are made and action taken as a result.
 - (iii) The manager completes monthly Regulation 34 checks and audits are completed annually.
 - (iv) The Datchworth Project works to a set of clear policies.
 - (v) The Head of Children's Residential Homes and The Datchworth Project complete an Annual Performance Review to further evaluate the care on offer to children.

12. Arrangements for the Promotion of Health

Protection and Promotion of Health

It is often found that children who have had frequent disruption and disturbances in their lives may not have received continuity of health care. All children involved with The Datchworth Project will be registered with their local GP and dentist if they are unable to remain with their previous or family health services. Other support services will be called on as necessary e.g. dietician, chiropodist, speech therapist, optician etc. All medication is kept secure and is issued as required by staff or carers. All medication held and issued is recorded and individual health records are kept up to date.

The children are encouraged to have a positive image of themselves and their bodies and will be given advice and support in these areas. A high

emphasis is placed on meeting the children's basic health care needs. Careful consideration is given to food and diet; staff and carers endeavour to provide a variety of food and choice while ensuring the children have a balanced and healthy diet. The personal safety of the children is given the highest priority.

This is ensured by:

- Close supervision of the children.
- Adherence to the Child Protection Procedures.
- Direct work (individual and group) with children.
- Continual emphasis on personal safety.

Reference: Residential Child Care, Standards, Policies and Procedures, CSF3786, Care Planning 3 and CSF3787 The Custody and Administration of Medicines in Children's Homes.

Children Looked After Community Nurse

We have a CLA Community Nurse available for consultation and training both with the staff, carers and children. She regularly liaises with The Datchworth Project, meeting individually with the children on specific issues or any health related matters.

Staff carers and children can access health information, from the internet. The nurse can also complete CLA medicals and routine medical procedures, where appropriate, in line with policy and procedures.

Reference: Residential Child Care, Standards, Policies and Procedures, CSF3787 The Custody and Administration of Medicines in Children's Homes, CSF3790 Substance Misuse Policy for Children's Homes in Hertfordshire and CSF3791 Sex Education, Relationship and Sexual Health Policy.

13. Education

The education of the children involved with The Datchworth Project is given a high priority as many may have experienced disruption resulting in a lack of achievement and low self-esteem.

All the children are expected to attend school, and all have a Personal Educational Plan where required. Support, encouragement and assistance will be given to ensure each child has the opportunity to attain their potential. The Datchworth Project maintains close links with an Advisory Teacher who offers support; advice and practice help if difficulties arise. Staff and carers will strive to develop and maintain good relations and communication with schools. This includes attending social events and open evenings where appropriate. Staff and carers work in partnership with parents wherever possible to enable them to retain an interest in their children's education.

If a child is not in school a Planning Meeting will be called as soon as possible with the carers, Social Worker, parents, school, clinic representative and Advisory Teacher. We will all work together, in the child's best interests to meet their educational needs. This could involve a period of re-introduction, a specific educational programme, or alternative provision.

All children are supported and encouraged to do their homework and additional studies to make up for lost time. The Datchworth Project and carers have a children's computer with educational programmes to supplement their studying, as well as a range of educational books and toys.

Reference: Residential Child Care, Standards, Policies and Procedures, CSF3786 Care Planning 3 and CSF3616 Residential Child Care Education Policy.

14. Promoting Children's Participation

The Datchworth Project actively encourages children to participate in recreational activities and hobbies; these are clearly identified within each individual child's Case Information Record. These activities aim to build self-esteem and confidence of the children and give them opportunities for new experiences. We currently have links with local adventure playgrounds, youth clubs, horse riding, local parks, woods, library, museums, swimming pools, ice-skating, roller-skating, Scout and Guide Groups and use of local activity and resources centre.

15. Children's Involvement in the Home

There is a children's meeting each weekend the home is in use, this is their voice. It is hoped that it will encourage the children in gaining identity as part of a group. Staff will also help children prepare the agenda and ensure that their points, grumbles and grievances are heard. During this meeting staff will pass on information relevant to the group and listen to and act upon any suggestions forthcoming. At this meeting the children are encouraged to voice their views on the running of the weekend. Information from this meeting is fed to the fortnightly management team meetings and team meetings for decision making.

The children also have the opportunity to meet with an advocate from "NYAS" an independent advocacy service commissioned by HCC, who are able to represent their views. NYAS also provides a free phone telephone service for the children to be able to contact them outside of their visits.

16. Positive Approaches to Care

The Datchworth Project aims to reward positive behaviour and personal achievements and to channel unacceptable behaviour appropriately. This approach depends on the relationship between staff and children, relationships founded on trust, honesty, mutual respect and good professional practice.

Children are encouraged to develop the inner controls required to achieve self-control and feelings of warmth and self-respect. This is achieved through example, praise, and recognition of all achievements and the offering of positive alternatives. We work on the basis of rewarding good behaviour, and marking achievements rather than extensive use of sanctions.

In order to help children develop self-control the following behaviour management tools and techniques may be used:

- Talking through actions and their consequences and encouraging the child to recognise and connect their feelings to their behaviour and to take responsibility for helping to 'put things right', following the principles of restorative justice.
- Time out from the main group, involving the use of increased supervision, and encouraging the child to express their feelings, using various facilities e.g. art/craft/soft play/physical activity (e.g. walking, play techniques etc).
- Behaviour modification charts (star charts).
- Increasing the one to one time to enable a child to settle in to an activity e.g. mealtime/bedtime.
- The children are encouraged to express what they would find useful as an additional measure of control.

(NB Time out in bedrooms is only used at the child's request).

Holding

All other additional measures of control will be explored prior to this. As a last resort and only to prevent physical harm to self or others or significant damage to property staff may hold a child for as brief a time as possible and within the guidelines issued by HCC. Children will only be held when it is felt their own or other's physical safety is at risk or if the damage caused would be significant and / or dangerous.

- At least two members of staff will be present except in exceptional circumstances.
- Incidents will be clearly recorded and followed up with the child and staff involved.
- The incident and details will be passed on to the Social Worker and family (where appropriate).
- Staff will receive training in safe holding techniques, including annual refresher courses and access to e-learning.
- Carers will be offered an opportunity to attend breakaway skills training

Sanctions

It is recognised that some form of sanction may be necessary where there are examples of unacceptable behaviour. These will always be relevant and just. Staff and carers will discuss the behaviour and its consequences with the child using the principles of restorative justice.

The Deputy is responsible for monitoring the sanctions with the staff and children to ensure they are fair and effective. Sanctions are recorded in line with the requirements of the 1989 Children Act and are available for all auditing and inspection processes.

Sanctions Permitted

- Verbal reprimands.
- Restrictions or delaying of leisure activities.
- Home based activity.
- A positive contribution to the group e.g. household task.

Children are involved where possible in discussion about what is the most appropriate sanction and given a choice/responsibility in this

Sanctions not Permitted

(See HMSO Children Act 1989, Guidance and Regulations, Volume 4, Page 17).

- Corporal punishment.
- Deprivation of food and drink.
- Restriction or refusal of visits/communications.
- Requiring a child to wear distinctive or inappropriate clothing.
- The use of or withholding of medication or medical or dental treatment.
- The use of accommodation to physically restrict the liberty of any child.
- Intentional deprivation of sleep.
- Imposition of fines.
- Intimate physical searches.
- Sending a child to bed/bedroom.

Reference: Residential Child Care, Standards, Policies and Procedures, CSF3784 Keeping Safe, Behaviour Management in Residential Work with Children and Young People.

17. Arrangements for the Protection of Children

Children have a right to protection. The procedural guidance for staff and carers clearly demonstrates the systems required to protect children and minimise the risk of abuse.

Child Protection Procedures are discussed in supervision, team meetings and management meetings. Any issues of child protection are given the highest priority and advice is sought from relevant professionals. The Hertfordshire Safeguarding Children Board Child Protection Procedures and the Need to Know policy are adhered to.

Training will be provided for all staff in the prevention of, recognition of abuse and dealing with disclosures.

Anti-Bullying Policy

We have a commitment to challenging all forms of bullying. We have a clear policy and will work with the child being bullied and the child who has

bullied. Risk assessments will be completed to reduce or counteract the risk of bullying. All victims of bullying are offered advice and support. Possible resources may be the Child and Adolescent Mental Health Service or NYAS.

Reference CSF3683 Residential Child Care Anti-Bullying Policy.

18. Absconding, Unauthorised Absence, Missing Children

The protocol for Missing Children clearly states that when there is an unauthorised absence a search will be made of the home, garden and surrounding area. If appropriate family and friends will be contacted to see if the child's whereabouts is known. The Police are called when all searches of the locality are completed, a missing person's form and risk assessment will be filled in. Parent(s) or other person(s) with parental responsibility will be informed. The Social Worker or Emergency Duty Officer is informed as soon as possible. Line Managers for the home are informed at the earliest opportunity.

On the child's return those informed of the absence will be informed as soon as possible.

Reference: Residential Child Care, Standards, Policies and Procedures, CSF3788, Protocol for Children Missing from Residential Care/Foster Care in Hertfordshire.

19. Electronic Surveillance

The Datchworth Project has monitors fitted to bedroom doors, these sound in the main office and staff sleeping in rooms when the door is opened and allow staff on duty to know if children leave their room or enter another child's room. This is a safeguarding mechanism to reduce any possible risk of harm to the children from each other or from themselves (through sexualised behaviour, bullying or absconding) and maintain building security. Given the age of the children it is important that staff are aware if a child leaves their room in the night as they may need support or monitoring for safety and comforting purposes. No other form of individual electronic surveillance equipment is used with children unless this is required as the result of a court imposed order.

20. Fire and Emergency Precautions

A local policy details the actions to be taken in case of fire and emergencies

Fire drills are held at least once every three months. All the children are shown the fire procedures during their first stay and reminded at regular intervals. There are smoke and heat detectors throughout the building. Staff are instructed in the use of the fire equipment and have regular training. A designated Fire Officer ensures that the fire equipment is inspected weekly. All these inspections and the fire practices are recorded and a monthly report completed.

21. Religious Observance

All staff and carers recognise and respect that religion plays an important part in many people's lives. The role of the adults will be to ensure that all the children are able to follow the religion of their choice and/or their parent/carer's choice.

If required, staff and carers help children to make contact with local religious establishments. Positive steps are taken to provide facilities for children to follow any special requirements of their religion e.g. special dietary needs, individual prayer areas. All necessary efforts are made by staff and carers to ensure that all important aspects of a child's religion and culture are met.

We believe that it is important for children to have the opportunity to learn about and experience different religions and their beliefs. The children will be given the chance to visit places of religion/worship and experience different celebrations and ceremonies.

22. Arrangements for Contact with Parents, Relatives and Friends

Staff and carers recognise the importance of sustaining or creating positive links between children and their families and friends. Contact arrangements form part of the children's Case Information Record and will be reviewed regularly. Parents, relatives and friends are encouraged to visit the home if appropriate or for the child to visit them if safe to do so. Staff or carers can supervise contact if this is part of the support plan.

All staff aim to provide a warm, welcoming environment where children can meet with their family and friends in private, as appropriate. It is often possible for family or friends to stay for a meal if this is arranged in advance. Contact and links are encouraged through visits, phone calls and letters.

Wherever necessary carers, parents and families are expected to participate in joint direct work sessions with children to promote and support the changes necessary for children to return home or move to alternative care.

Reference: The Children Act 1989, Guidance and Regulations, Volume 4, Residential Care

23. Arrangements for Dealing with Complaints

Making a Complaint

Our philosophy and working practice is based on equal opportunity and anti-discriminatory practice. All children have the right to be treated fairly and with respect and have the right to complain if they feel this is not happening. They also have the right to complain about any other aspect of the service and staff will give advice and help to do this, if required.

However, children do not have to discuss complaints with staff but can instead contact, by phone or by letter:

Lynn Knowles
Head of Residential Homes
Children's Services
The Lakes ARC
Lemsford Lane
Welwyn Garden City
Herts
AL8 6YW
Tel: 01707 343630

Ofsted
Picadilly Gate
Store Street
Manchester
M1 2WD
0300 123 1231

NYAS
Head Office: Egerton house
Tower Road
Wirral
CH41 1FN
Tel: 0151 649 8700
Tel: 0300 330 3131

Leaflets explaining how to make a complaint are readily available at The Datchworth Project. There is a CS complaints procedure which requires that all complaints are responded to within 28 days.

Each child has a leaflet from NYAS, a description of the service and contact details, they are aware that they can contact NYAS to make a complaint at any time. The free phone number is displayed beside the children's telephone. Each child will be given a children's handbook which contains information and details (telephone numbers and addresses) about NYAS, Ofsted, the Head of Residential Homes and ChildLine. There is a private telephone available for children to use.

Reference: CSF3384 Have Your Say – Making Comments, Compliments and Complaints, policy and Procedure, issued March 2007

24. Arrangements for Reviews/Placement Plans Etc

Case Information Records

Although essential information and a basic assessment of needs will be available prior to admission to the project, the first six weeks of any referral will be an assessment period for the child and an opportunity for individual needs to be fully assessed. The Project Worker together with the carer, child's family, Social Worker and other professionals will prepare a detailed Case Information Record and Support Plan to meet identified needs.

The Case Information Record is a working document giving all relevant information and details of individual work and strategies for addressing

specific behaviour. Each Project Worker and the child's carers will be fully conversant with its content thus ensuring that all work undertaken with the child is carried out consistently. The Case Information Record is updated at the Network Meeting attended by the carers and those professionals working directly with the child, it is chaired by a worker from Datchworth. This is an opportunity to discuss the child, review the work being done, highlight any concerns and formulate plans for the next period. Each Case Information Record is designed to encourage the child to look at and be reconciled with their past, give space to enjoy their present and look forward positively to their future. It is the responsibility of the child's Project Worker in consultation with the Deputy to co-ordinate all the necessary components and ensure all the work detailed therein is carried out. The Project Worker will explore with the child their personal interests to ensure that the child's participation in hobbies and recreational, sporting and cultural activities are promoted.

Reference: Residential Child Care, Standards, Policies and Procedures, CSF3786 Care Planning 3.

Statutory Reviews

Statutory Reviews are held with the legislative guidelines. If however, the need arises to make changes to the child's plan; all dates can be brought forward. Any requests for additional reviews from the child and/or parent will be given serious consideration. The Review process includes consultation with the child, parents, and all other relevant interested parties.

Leaving The Datchworth Project

Datchworth is committed to ensuring that subsequent placements will best serve the current needs of the child and that they happen at the appropriate time. Once the decision to move on has been arrived at by means of the Planning/Review process, the following procedures will apply:

- A Closing Meeting will be called to work out an Exit Plan which is dependent on the individual needs of the child.
- The plan will be closely monitored, and the needs of the child considered at all times. It will take into account education, health, networks, leisure, where to seek help, disability, religion, race, language and culture.
- The staff and carers will help to make the ending as positive as possible for the child and help them through any anxieties they may have.
- All information will be up to date and handed over to the relevant party.
- All practical tasks involved in the process will be completed.
- Each child has a special time where they are able to say their goodbyes.
- A plan will be made for additional ongoing support which may include respite visits, ongoing direct and life story work with the child, telephone and other support to carers, meetings to discuss behaviour management strategies and techniques. The duration and frequency of this support will be decided upon in consultation with carers, Social Workers, CAMHS, and where appropriate the child.

25. Accommodation

The Datchworth Project has four single bedrooms for the children and two sleeping in rooms for staff specifically for the therapeutic stays. No children are expected to share rooms, although in the case of siblings this may be taken into consideration and risk assessed.

26. Details of Any Specific Therapeutic Techniques

The Datchworth Project works within a range of Social Work models, most specifically systemic, behavioural, and psychodynamic theories. All staff and specialist carers are trained in the Attachment Self Regulation and Competency model mentioned earlier. This training is provided by therapists who hold the training and skills to carry out this work. Staff and carers also receive ongoing training to support their work.

27. Anti-Discriminatory Practice

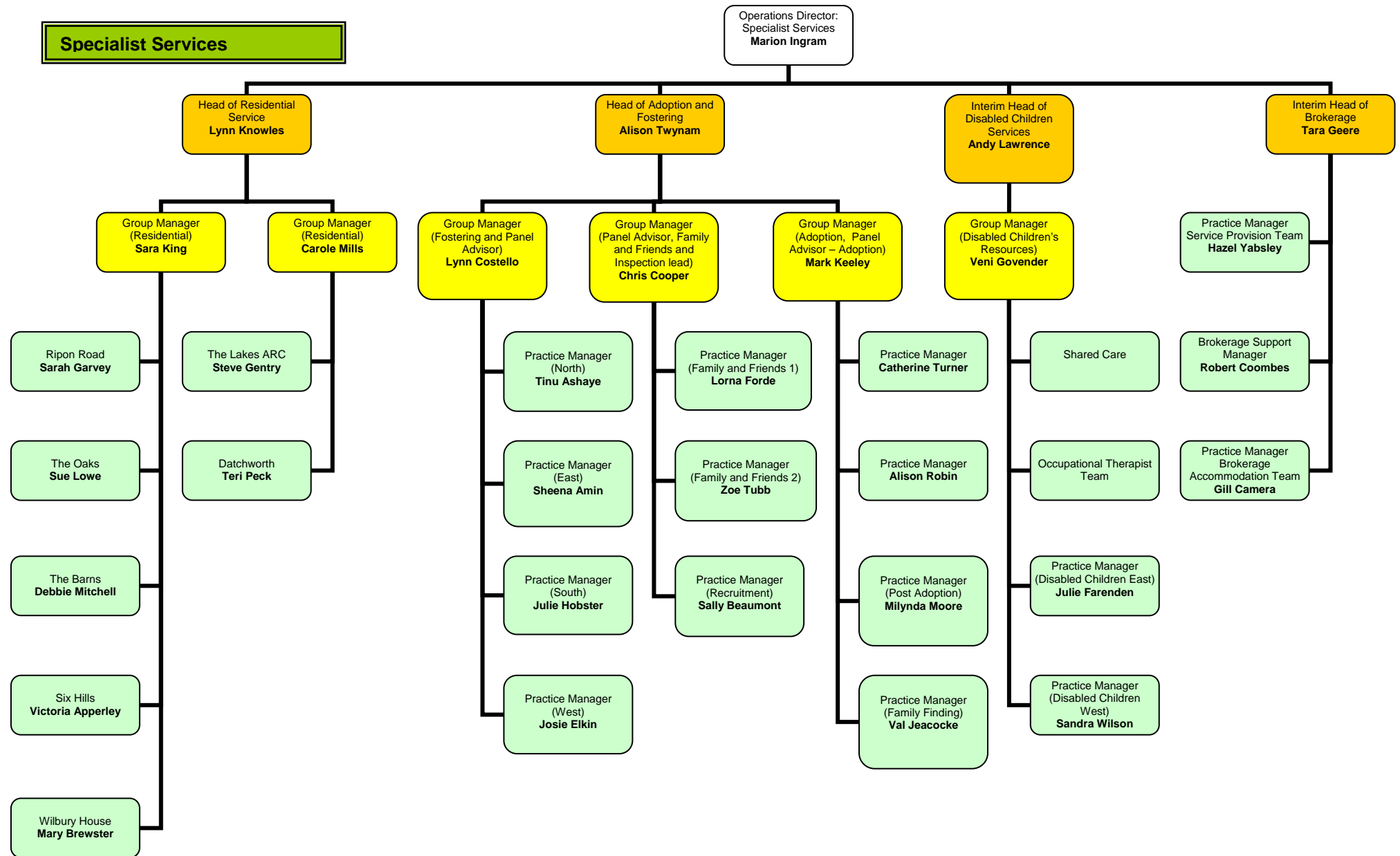
We believe that all children should be treated equally and with respect, acknowledging the rights of all children in our care. We actively encourage the children to voice their views and ideas and promote these through the children's meetings, the use of NYAS and the work of the participation team.

To ensure individual needs are met we plan alongside the parent/carer carefully for each child's day to day care. When resident, children are involved in menu planning and have input into their living environment (e.g. choosing bedroom and house decorating schemes). They are very much involved in the planning of their daily and long term care. We believe in working in an open and honest way with all children.

Reference: CSF 3683 Residential Child Care Anti-Bullying Policy, Hertfordshire County Council Working Together for Child Protection, Hertfordshire ACPC County Council Child Protection Procedures and Need to Know Policy

28. Developing Service

The Datchworth Project has developed the service by recruiting specialist foster carers. This has been a carefully monitored and planned development with a commitment to being creative and responsive to the needs of children looked after by Hertfordshire. To meet this and to work within the transformation of services at HCC there have been ongoing amendments to the service. It has to be noted therefore that this Statement of Purpose and Function relates to the provision of residential care which has remained part of the project. The workers and management of the Project are developing this along with senior managers from the CLA service.



Protocol For Access to Datchworth and ARC Resources

Principles

- All staff are committed to providing a prompt, flexible and responsive service to the needs of children.
- Working in partnership with colleagues from field teams, the Family Placement Service and Brokerage is central to the effective use of resources.
- The use of the limited resources is targeted at those most in need.

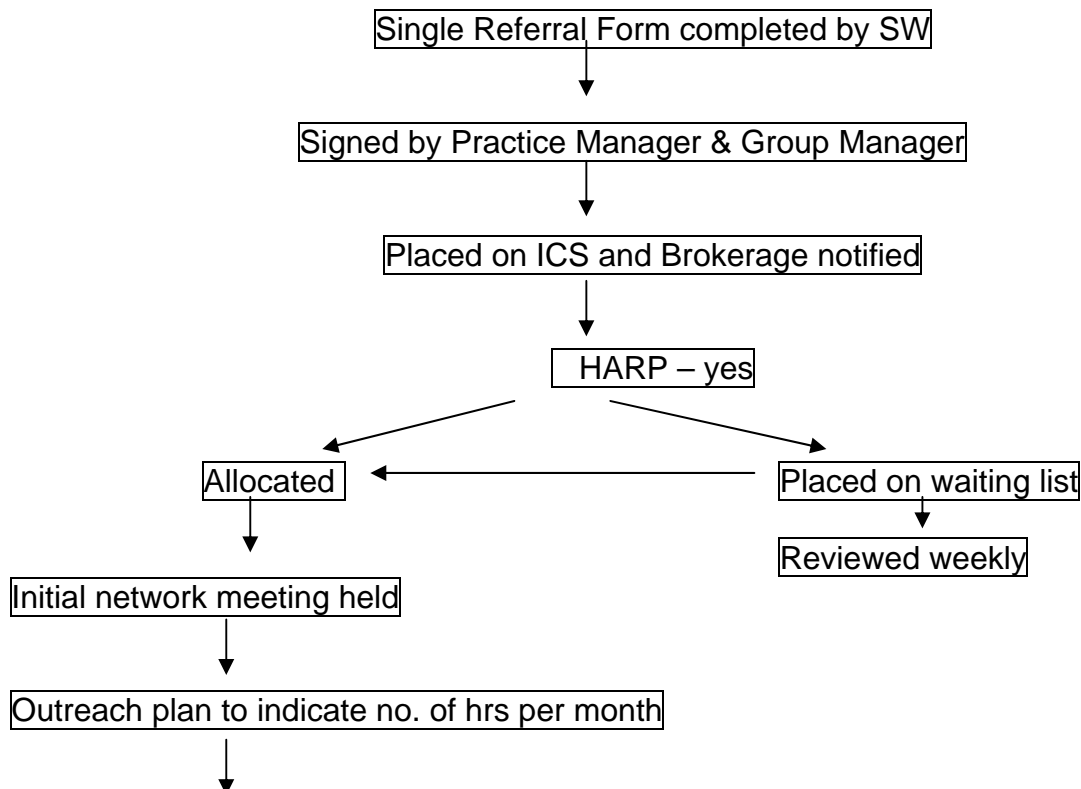
Resources available

Datchworth has a number of specialist carers and respite carers. It also offers two weekend stays a month (Friday afternoon to Sunday evening) at the home to children involved in the project. The project also works with up to 50 children on an outreach basis.

The ARC has a number of specialist carers and respite carers. It also offers one 72 hour bed, and two 28 day assessment beds. There is also a 'bail bed' placement managed through the ARC. The ARC also has capacity for working with up to 50 children on an outreach basis.

Accessing outreach - non emergency

The process for in house referrals to the ARC and Datchworth for outreach services is the same:



Placed on ICS & flagged to Brokerage

The HARP administrator will group referrals into time slots according to Datchworth and ARC age bands to help staff from the teams to be available at panel. Datchworth and ARC senior staff will attend each panel and will bring information on capacity levels.

Datchworth and the ARC will provide weekly updates around capacity and planned placements to Brokerage and will meet all together once a month to ensure good communication and shared knowledge of plans.

Where referrals are made by outside agencies e.g. Forest House, CAMHS, etc. the information will be sent to SW teams and will be considered and approved at the next HARP.

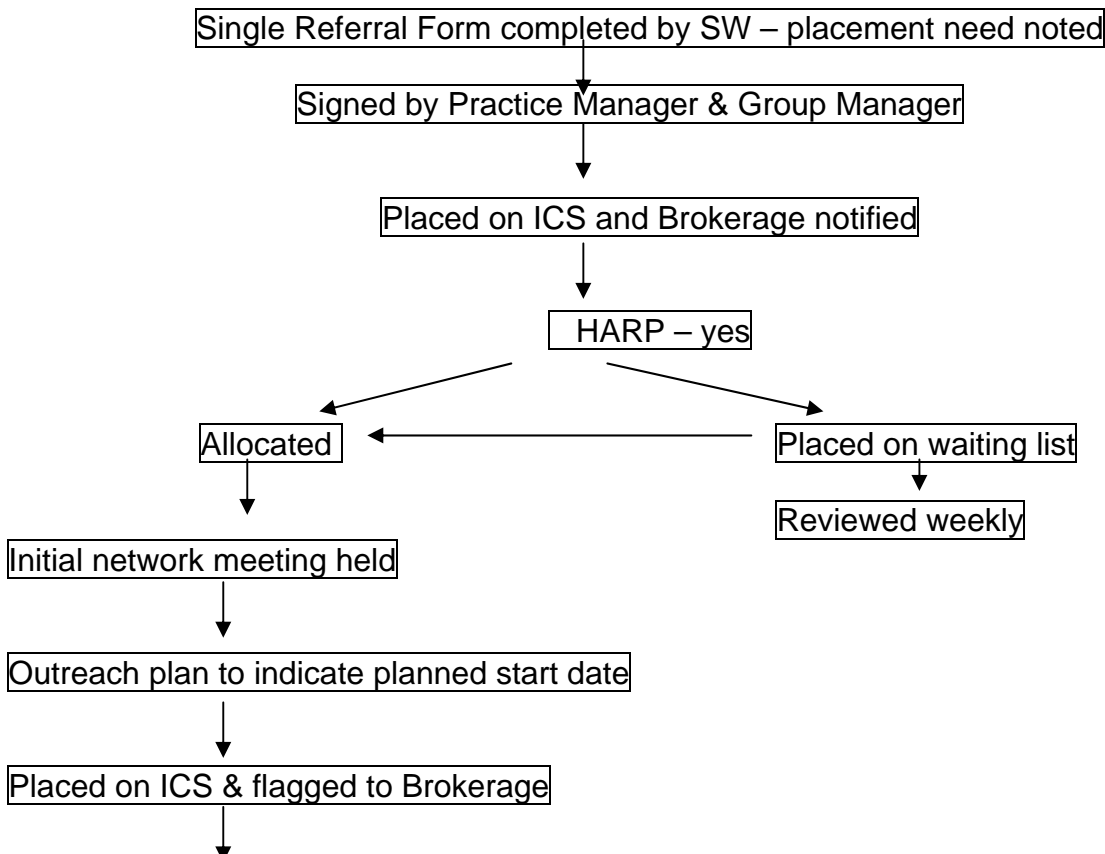
Accessing outreach - Emergency

In emergencies referrals can be made directly to the manager of either service who will assess risk and capacity and make an interim decision. The case must then be referred via the process described above for ratification at HARP.

Accessing placements - Planned Accommodation - Residential

Datchworth has no long term beds available and placements in the residential weekends are limited to those children already involved in the project as part of the support programme to carers.

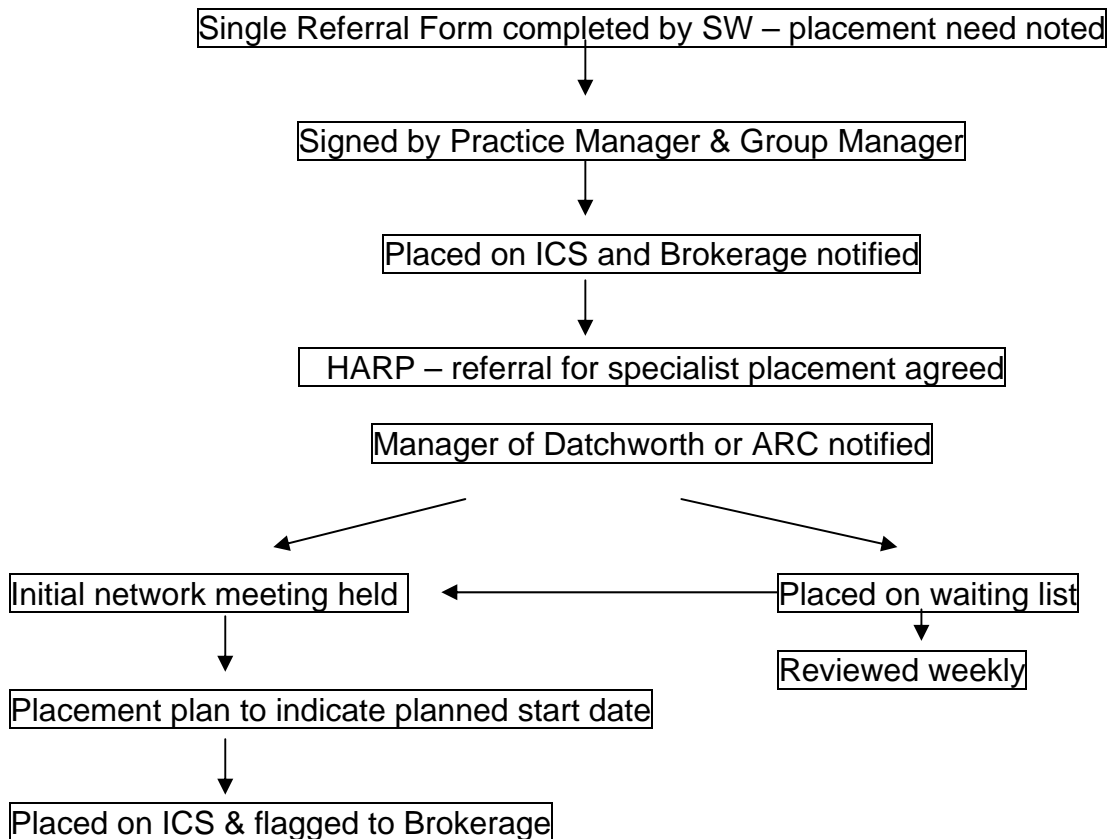
For 28 day beds at the ARC



Place booked on HARP for 21 days from start of placement

Accessing placements - Planned accommodation – Specialist Carers

Placements with specialist carers can only be made via the manager of the resource. The need for a specialist placement will be noted at HARP



It is noted that there will be times when carers have been identified for a placement but there is a delay in the placement started. In these situations the managers of Datchworth and the ARC will consider requests for emergency overnight stays, day care and support to other carers.

Accessing placements - Planned accommodation – Specialist Respite Carers

Placements with respite carers attached to the ARC and Datchworth are part of the support packages offered to children and carers receiving a service. Where there is availability over weekends the Datchworth specialist supervising social worker will inform Brokerage by the Friday lunch time and these placements will be available for emergencies. **Admissions made in this way to not guarantee a place in either scheme and a referral must follow the normal procedure.**

Accessing placements - Planned accommodation – Bail Bed

Referrals for placements in the 'bail bed' can be made by Youth Offending Teams directly to the specialist supervising social workers at the ARC. The placement is only available for high tariff cases.

Accessing placements – Emergency Accommodation

Datchworth does not have any emergency placements available except in the situations noted above.

The ARC has one 72 hour placement available which is a ring fenced placement and can only be accessed in the following manner:

