



**Beachlands**

## **Statement of Purpose and Function**

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## 1. Statement of Needs

Beachlands is a service experienced and equipped to provide a safe and secure environment for up to 6 young people between the ages of 11-18 on admission, with Complex social & emotional needs, who may have also have diagnosis of ASC or cognitive disorders and suffered other traumas such as neglect, physical, emotional and sexual abuse.

The home is for young people hoping for a long term placement with successful transition into adulthood and the wider community. We recognise the need for young people in these key developmental years to be given opportunities to learn and develop through experiential learning. The home is set up to enable young people the opportunity to practice and promote independence, tailored to the developmental needs of each individual young person in our care, whilst having a robust support system in place should this be required. This support system can include 1:1 and 2:1 staffing for any young person who requires this additional level of support and to ensure their safety. We aspire to work with each young person to develop their coping skills and strategies to help them learn to regulate their feelings and emotions. We will help them understand any diagnosis and their level of need and work on ways to deal with this to help them thrive in the community when they leave Beachlands.

The home will enable young people to develop and grow in an environment that promotes a holistic approach to being healthy. There are endless opportunities for young people to enjoy, achieve and celebrate success in education, social living and a vast range of recreational activities. Young people are encouraged to make a positive contribution both to the running of the home and involvement with the local community. Young people will receive guided support to help them budget, save and develop money skills set at an appropriate level. These skills are developed and practiced with a range of other skills both through education and social living. These skills are designed to help young people achieve economic well-being. This service is delivered to young people in an environment that enables the young people to stay safe.

It is our belief that all young people, perhaps especially those traumatised by reception into care, deserve the highest standard of physical and emotional care, stability, consistency, structure and clear boundaries as well as the opportunity within a safe environment to experience or rediscover a sense of their own self-worth. To this end, the home develops an Internal Placement Plan for each young person. This dovetails with the local authority Care Plan and creates agreed outcomes for each young person. The plan identifies how we will achieve these outcomes and benchmark review dates to monitor the progress of each young person. The Placement Plan follows the Common Assessment framework and highlights the key developmental areas for each young person. These plans are shared with the young person and they contribute to the plan and its objectives.

By monitoring a young person's progress closely we shall assess the future needs of the young person in conjunction with the referring agency and make informed decisions on how those needs can successfully be met.

In addition to the high standard of care we can offer a young person, we operate a key-worker system by which every young person at Beachlands is allocated a member of staff to assess and support them in conjunction with the staff teams.

The admission of a new young person can be a difficult time for all whether planned or unplanned, and we aim to make this transition as smooth as possible.

The home offers planned placements where ever possible but will accept emergency placements on receipt of a fully completed referral form and all necessary LAC documentation.

During the referral process consideration will be given to how the young person would adapt to the new environment, placing emphasis on how the service can meet the needs of the young person. An internal pre placement impact assessment will be completed, and we also ask placing authorities to complete a pre placement risk assessment, highlighting the presenting issues. Placement will only be considered if the young person's needs are able to be met by the home, and if the placement is not deemed to be detrimental to the other young people placed within the home.

The management team aim to visit the young person in their setting and then to visit the home before a place is offered. The boys currently at the home will be informed if a placement is likely to happen. Boys are encouraged to meet the young person on their visit, give them a tour and interact positively.

The pre placement Impact Risk Assessment enables the management team to assess the risk to the home and the impact on the current young people in bringing in the new resident. This allows us to put in extra support where necessary to minimise the impact and risk to all.

**Admission to Beachlands will be considered for young people:**

- With Emotional Behavioural Difficulties/ attachment disorders
- Who have Cognitive Disorder/ ASC/ Asperger's
- Who display conduct disorder/challenging behaviour
- Who have been excluded from mainstream education
- Who have mild/moderate learning difficulties
- Who are able to live within a structured, nurturing environment and are willing to establish relationships with the adult group
- Who want to come to the home and make a positive change to their lives
- Who display inappropriate sexualised behaviour

**We are unable to accommodate:**

- Any young person who requires continuous psychiatric supervision
- Those currently addicted to hard drugs
- Persistent arsonists
- Young people with physical disabilities or profound learning difficulties
- Young people who pose a serious physical threat to others

Young people who live at Beachlands will attend a range of internal and external Educational provisions, including our own school, specialist local schools or colleges. If the young people are not able to attend a school a home tutor will be arranged in consultation with their registered school, the homes management team and local authority.

We offer a holistic approach to education. This includes providing opportunities for home study, which is supported by a member of staff. All young people also have desks in their bedroom

for private study as well as quiet designated space in the lounge, and a computer work station in the communal area.

Staff encourage young people to regard discovery and learning enthusiastically and to be open to lifelong learning.

All young people will be encouraged to take an active part in all statutory and educational reviews. The young person's views, wishes and feelings will be taken into consideration when making decisions about the young person's future and affecting changes to the young person's placement plan.

During the review in line with social worker, IRO and parents we try to establish targets for the Keyworker to work on in the six months leading to the next review. This forms the foundations for key work sessions.

## **2. Ethos and Outcomes**

At Beachlands we pride ourselves on being a "long term residential setting" with an ethos of inclusion and acceptance, striving to give all young people whom leave our care the opportunity to go out into the community with a confidence in themselves and their ability, and a sense of self-worth.

Our therapeutic approach is tailored to meet the needs of the boys we look after. We work closely with our Clinical Team. These professionals work cohesively with the staff team, attending team meetings and providing training to the staff team as well as provide direct sessions with the young people where applicable. They will meet with the keyworkers of the young people and design interventions that meet the changing needs of the young people as well as assisting in developing our Placement Plans. In addition to these services.

### **THERAPEUTIC MODEL**

Our practice is informed with a focus on attachment theory. The core values of the home are influenced by Dr Dan Hughes model of attachment focussed caring using PACE. PACE is a way of thinking, feeling, communicating and behaving that aims to make the child feel safe. It is based upon how parents connect with their very young infants. As with young toddlers, with safety the child can begin to explore.

The home provides therapeutic parenting training to develop this approach within our staff team.

The role of the adults in the home is the key to the healing process. As well as meeting the children's basic needs, they satisfy their emotional need to feel seen, heard, safe, valued, respected, supported, empathised with and cared about. They provide positive role modelling, clear and consistent boundaries and role model appropriate behaviour. The children begin to recognise that adults can be reliable and there for them. These relationships enable the children to develop appropriate attachments based on trust, safety and respect.

Our home is not isolated from the rest of the community. Our ethos is to integrate our children into society as much as possible as part of their living-learning experience. All our children attend either our own school or local mainstream or special schools, with which we have close working relationships. We encourage them to cultivate appropriate friendships. We also encourage them to develop interests and hobbies and to take part in activities in the community which help build their sense of self and self-esteem, such as performing arts clubs and sports teams. When planning activities for our children we always balance the possible risks with the benefits of independence.

All the approaches we use at Beachlands – including therapeutic interventions and behaviour management are child-centred and consistent with attachment theory.

Through these practices we are able to ensure we are looking holistically at all the young people's physical and emotional needs.

At Beachlands a set of "Core Values" for the home were drawn up in conjunction with the young people and the staff as a community. With the aim being to underpin the type of environment we all wished to live and work in, to make Beachlands a happy and nice place to be.

- **To infuse everyone with a feeling of being valued and a sense of self-worth.**
- **To be respectful of others.** – Treat everyone as you would want to be treated.
- **Treat each day as a fresh start.** – Don't dwell on the past.
- **Be fair and non-judgemental of others.** – We are all different and unique!
- **Laugh, be happy & have fun.** – Positive mental attitude.

In recent years we have seen a number of our young people move on and transition into a variety of adult placements; from independent living, semi supported placements, to supported residential adult placements designed to meet the needs of each individual. Allowing them all to successfully transition into the community with a level of independence suited to their developmental and emotional capabilities.

We provide longer-term support for young people to transition from the home effectively, supporting them in leaving the home smoothly in the period immediately before their departure. We work with the placing authority to ensure that each child's transition is planned, and in accordance with their local authority pathway plan. With an emphasis on help each young person to prepare for leaving both practically and emotionally. Facilitating and encouraging visits to potential new placements. Including overnight visits supported by a member of our own staff team if it is deemed appropriate for the individual.

### **3. The arrangements for enabling children to enjoy and achieve**

Young people placed at Beachlands have access to a vast range of recreational, sporting and cultural activities that they can choose to take part in. Both small group activities and individual activities are available. We use a wide range of community facilities that young people can access both on a supported and un-supported basis.

Young People's meetings allow young people to discuss their preferences and feed them into a monthly plan of activities. Activities need to be carefully planned to balance realistic activities and leisure pursuits in line with those a child would normally receive in a family or foster care environment. It is important for staff to be aware that young people in care can easily become isolated from the local community.

Key-workers actively encourage community involvement for young people if they are emotionally able to cope with the activities offered within the locality. Key-workers investigate and develop links with all potential activity providers within the community setting, i.e. scout's, army/ police cadets and swimming/ gym memberships and youth or sports clubs.

#### **4. Cultural, Linguistic and Religious Needs**

Beachlands welcomes young people from all cultural and religious backgrounds and supports them in holding and maintaining any religious beliefs and carry out any spiritual practices they may wish to do.

Upon admission enquiries are made into the religious background of each child. Careful consideration is given with respect to the practice of religion. Arrangements will be made as a matter of priority, to meet the religious needs of all young people living at the home. We will enable young people to access and continue with their particular religious observance, providing for special dietary or clothing needs etc.

As part of religious education in school pupils will receive information about many cultures and religions. We live in a multi-cultural society and our young people receive a multi-cultural education to give a wider understanding of the world. We celebrate and educate on festivals from all over the world including Diwali and Chinese New Year and Ramadan. A list of some of our local religious facilities that are available to any of our young people are available should they wish.

#### **5. Family and Friend Contact**

Contact between a young person and his family is seen as an important factor in a child's residential experience and is actively encouraged and welcomed, unless directions from the placing authority / Court dictate otherwise. All the young people at Beachlands are supported in maintaining constructive contact with their families, friends and other people who play a significant role in their lives.

Prior to admission contact arrangements are discussed, along with any restrictions to contact, and made clear to all parties concerned.

Contact can be arranged to take place at the home or away from the home if required. Supervised contact can be offered if required. Parents/carers, relatives and friends are welcome to visit the home however this must be by prior arrangement and in conjunction with the local authority care plan so that we can ensure that the young person is at home. Beachlands is a very busy place because of all the activities we take part in and we don't want people to waste time visiting when we are out.

If a contact is to take place away from the home, then transport arrangements are made and agreed with the local authority in advance.

Telephone contact can be made with the young people after school times and before bed times; Young people can also have the use of the telephone at the home to call friends, relatives or family, and have access to mobile phones with the agreement of their local authority.

Where young people in the home have developed positive relationships within the local community, These friends are welcome in the home if agreed in advance and as long as they continue to respect our ethos and values. The young people are encouraged and supported to attend local clubs. The young people engage in such clubs as local Sea Cadets, local Army

Cadets, Sports clubs, music lessons and community based volunteer projects such as the local railway, building positive friendships within the local community with peers of appropriate ages.

## **6. Quality of Care**

All young people attend regular house meetings and are able to contribute as a group to many areas of the functioning of the home such as meal suggestions, planned activities & holiday suggestions, Developments within the home, Review of homes boundaries & routines, Individual feelings of staff and young people & dynamics of the group, bullying healthy living, finances and routines to name but a few. The young people bring to the meeting some good ideas that can be incorporated into the functioning of the home and further develop this through the homes development plan. Young people are consulted about the development plan and the business plan yearly for the home and have an active input. The young people are also consulted individually by their keyworker during regular keyworker sessions. This is a good opportunity for those young people who find it difficult to express their views in a group meeting.

All young people are given the opportunity to attend and have input into their Review Meetings and Care Plans. Young people have input into their reports and are regularly consulted to ensure they are happy with their progress.

Young people are periodically offered questionnaires about the quality of the care they receive. This includes all aspects of the running of the home and their person specific care package.

Young people have access to their records including - daily reports, incident reports, key work sessions, consequence records & restrictive physical interventions records, and are encouraged to comment on these. Young people are encouraged to see the records/ files we keep as 'living documents' and therefore are supported to view the records kept about them on a regular basis.

## **7. Approach to Anti-discriminatory Practices**

At Beachlands we are committed to providing a safe and respectful environment for the young people in our care. The children are encouraged to take an active part in life at Beachlands, through our house meetings. We actively encourage the young people's involvement in Ofsted run participation events.

Bullying and discrimination is actively discouraged and we have a protocol in place to educate our young people, to enable them to live harmoniously together.

The young people are aware of the complaints procedure within the home, and staff regularly reminds the children of the process. The forms are easily accessible to all our young people. We also hold complaints leaflets for Local Authorities, if they have an issue.

All young people are treated fairly and equally and their individuality respected. We value diversity and support cultural needs, respecting children's rights and help to develop an awareness of responsibilities, and an understanding and appreciation of other cultures though Key work sessions and house meetings.

Our policy with regard to Equality of Care for young people will ensure that every young person receives equality of care, irrespective of sex, ethnic, cultural, linguistic or religious background. All staff complete Equality and Diversity training within their induction. All staff challenge any use of discriminatory comments made by the young people. We actively encourage working

with families as much as possible. We include them as much as possible in decisions about their young people and respect the diversity and cultural backgrounds of the families. Quality assurance questionnaires are sent out to families, social workers and the young people every 6 months. This ensures we get triangulated feedback to ensure we continue to deliver an outstanding provision that meets the young person's changing needs and upholds their rights and dignity.

## **8. Accommodation**

Beachlands caters for up to 6 young people, between the ages of 11-17 upon admission. The home may keep a young person past their 18<sup>th</sup> Birthday if moving the young person is detrimental to that young person. Especially if the young person's placement is settled and remaining after his 18<sup>th</sup> Birthday is not detrimental to the other resident young people. This will be agreed in consultation with Ofsted.

The home caters for young people hoping for a successful transition into adulthood and the wider community, who have ASC, Learning difficulties, Complex social & emotional needs, who may have also suffered other traumas such as neglect, physical, emotional and sexual abuse, or cognitive disorders. With careful consideration the home will consider boys with Emotional behavioural difficulties, sexualised behaviours.

We recognise the need for young people in these formative years to be given opportunities to learn and develop through experiential learning.

There is no wheel chair access or specific disabled facilities at this home.

The home is a large detached house with surrounding enclosed gardens and drive for up to five cars. The property comprises 5 young people bedrooms and 2 staff bedrooms, large communal lounge, a large Kitchen/ dining room and a games area. The home has ample bath, shower and toilet facilities and a large laundry area. The home has a seaside theme and is decorated largely with beach themed pictures and lots of photos of the young people and staff whilst out on activities.

There is also a separate self-contained flat offering 1 bedroom/kitchen/lounge and a bathroom. This is designed for young people who have progressed sufficiently to be able to cope with living on their own, or can be used for assessment purposes to ascertain in a safe and supported environment whether a young person has the ability to live independently.

They will have their own front door and be responsible for all their own budgetary requirements if appropriate to the individual's capabilities. Offering the opportunity to practice true independence whilst having the benefit and security of onsite support should this be necessary.

Beachlands Children's Home has 2 people carriers to transport staff and young people to the various educational and recreational activities offered.

## **9. Location of the Children's Home**

Hayling Island is connected to the main land by a bridge. It has over 3 miles of beaches right on the doorstep of the Solent as well as the Harbours of Langstone and Chichester. With its safe open spaces, fresh air and sheltered waters, Hayling Island has much to offer those that enjoy sports of all kinds, whether on land or at sea. There are several parks, a fun fair, a skate park, basketball courts, tennis courts, an outdoor gym, Judo club and a local library. Havant, Portsmouth and Chichester are local towns which offer a wide selection of shops, leisure activities and social events.

We carry out an annual location Premises Review in consultation with the local police and LADO office to assess the safety of the home. This is available upon request.

**10. Safeguarding Policies**

Beachlands is committed to the principle that the welfare of the child is paramount (Children Act 1989). Any suspicion or allegation that a child has been abused while in our care will be dealt with in accordance with this principle. This means that the company will seek to work with placing authorities and investigating authorities collaboratively and swiftly to progress investigations. At Beachlands, the ‘designated person’ with lead responsibility for child protection is Kelly Kearn.

Any member of staff under suspicion of having abused a child will be immediately suspended while investigations are carried out.

Residential care workers who are told of allegations of child abuse or have reason to suspect that abuse has taken place must report details immediately to the home’s designated person. In the absence of the designated person, concerns must be reported straight away to a line manager (Registered Home manager / Team Manager), or to the Regional Manager. There must be no delay in reporting caused by the unavailability of the designated person.

**Telephone numbers:**

<b>Kelly Kearn, Registered Home Manager</b>	<b>07776 762084</b>
<b>Jon Edgecombe</b>	<b>07833 054882</b>
<b>Hampshire LADO</b>	<b>01962 876364</b>
<b>Hampshire Children Services</b>	<b>01329 225379</b>
<b>Ofsted</b>	<b>0300 1231231</b>

All matters relating to child protection issues or concerns must be reported as soon as possible to the Regional Manager.

Child Abuse is not always clear cut and the uncertainty about it can cause anxiety. The important messages are:

- Do not panic
- Share concerns with a more senior member of staff and approach the Regional Manager for an initial discussion
- Always err on the side of caution and report concerns quickly rather than adopt a policy of wait and see. This is crucial where there are allegations against or suspicions about a member of staff or where there may be abuse of one child to another. Failure to report such concerns promptly can lead to suspicion of collusion or cover up.

**A copy of the safeguarding policy is available from the Registered Home Manager or Senior staff member on shift upon request.**

**Bullying:**

Our organisation has a “zero tolerance” attitude towards bullying in the home. The home has a Bullying Policy, which is based on DFES guidance “Don’t Suffer in Silence”. Our policy is enforced vigorously, both staff and young people are aware of how to complain and how their complaint will be dealt with on activating the bullying policy. The subject of bullying is tackled both through education and the home and is the topic of many issue-based discussions.

### **Missing Child:**

It is explained to all young people on admission, in language appropriate to their age and ability, that if they are away from Beachlands without permission the staff at the home will be worried as to their whereabouts and safety and will have to take action to locate them and return them home. Beachlands has signed up to Hampshire’s Missing Person’s protocol and each child has their own risk assessment for being absent from the home without leave.

Any young person who is at large in the community without permission is deemed to be at risk, and thus any incidents of a young person going missing are taken very seriously. All unauthorised absence is logged and then reported to the appropriate authorities.

The procedures when a young person goes missing are as follows:

- The house is first thoroughly checked.
- The local area is the searched
- Within 30 minutes (depending on the individual risk assessment) the Police are contacted to report the child missing or unauthorised absence. A full description of the child and the clothes they were wearing is given and the photo from their file used.
- The home manager or on call manager is informed as are the other local homes.
- The child’s local authority is informed.
- All Information is recorded on Clearcare, including times. When any new information is gained the relevant people e.g. police, family, local authority and On-Call are informed.
- The child is responded to positively on their return and food and drink offered. A debrief with the YP is held as soon as is appropriate.
- All other significant people will be informed including parents/carers if appropriate.

The homes procedures followed are compatible with the local authority Runaway and Missing from Home and Care Protocols. Copies of the boys IBSP (Individual behavioural support plans) are sent to our local police PCSO’s and liaison sergeant, who has signed off on our missing/ unauthorised absence protocol.

We work closely with local PCSO’s to ensure the safety and well-being of our young people. This includes them visiting the home and meeting with all the young people on a regular basis, as well as regularly attending our staff meetings to discuss any presenting issues, and assist in devising strategies for combating theses.

## **11. Admission of children to the children's home**

Emergency placements will only be accepted on receipt of a fully completed referral form and all necessary LAC documentation. This includes the completion of our internal risk assessment – highlighting the presenting issues.

And upon the completion of our internal pre impact risk assessment by a member of the homes management team to assess whether we are able to meet the young person's needs, and to ensure that we would not be admitting anyone whom may have a detrimental impact upon the home or the young people already in placement with us.

## **12. Complaints**

If a complaint is made against Beachlands, the work carried out within Beachlands or one of its employees, the complaint is taken seriously, the correct procedures followed, a thorough investigation carried out and an equitable outcome achieved.

On admission, children, their family and placing authority will be provided with information on how to complain, which will include a copy of the home's complaints procedure.

### **Complaints from parents**

Complaints from parents will be recorded and addressed by the Manager of the home. If the Manager is unable to resolve the complaint, then Senior Management will be asked to try to arrive at a satisfactory outcome for all.

Failing this, the complaint will go to an independent person with no line management responsibilities for the home.

### **Complaints from children**

Beachlands has a complaints policy that enables young people to voice their complaints either individually or together through house meetings.

Firstly the complaint is listened to and recorded. The child will also be asked to write down their complaint, with help provided by an appropriate person if it is needed. If the staff on duty cannot deal with the complaint, then it will be taken to the home's Registered Manager or a member of the management team.

The Social Worker and parents will also be informed if it is felt relevant. If the complaint is still not resolved, then Senior Management will be asked to try to resolve the issue. Failing this, the complaint will be passed to an independent person with no line management responsibilities for the home.

Any complaint will be addressed seriously and without delay. A complaint will be fully responded to within a maximum of 28 days and children, parents and the placing authority kept informed of the progress.

N.B. Complaints by any party can be referred directly to Ofsted at any time. Their main office address is Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD. Telephone 0300 123 1231.

All complaints are recorded in the complaints book which is reviewed by the Manager and through the Regulation 44 monitoring procedure.

The home has copies of all of the young peoples placed local authority's complaints policies should they require them.

**A copy of the complaints procedure is available from the Registered Home Manager or Senior staff member on shift upon request.**

### **13. Surveillance and Monitoring**

Electronic surveillance is used through the form of an audible alarm on the front and back doors. These are used to alert staff members of anybody entering or leaving the property at night. We are not a secure home and the young people will have access to all fire escapes throughout the day and night.

## **FIRE PRECAUTIONS AND ASSOCIATED EMERGENCY PROCEDURES**

The home has a fully automated fire detection system that is regularly serviced on contract with PA Fire Systems.

It is the responsibility of the Registered Home Manager to ensure the day to day safety of all persons residing at, employed in or in any way using the premises.

### **14. Behavioural Support**

It is accepted that consistent guidelines and boundaries form an integral part of a child's development. As a child develops they gradually internalise these controls and reduce the need for external reinforcement.

Discipline is maintained in the home by having clear expectations of behaviour and firm boundaries that both staff and young people are fully aware of. By far the most effective tool the home uses to maintain discipline is the creative use of rewards. The home is very quick to recognise, reward and celebrate when young people are managing their behaviour appropriately. We are much keener to reward positive behaviour than to consequence negative behaviour. All young people have access to reward systems. These are person specific related to the needs of each young person. Any consequences used are fully recorded and these consequences are always appropriate to the behaviour being sanctioned and in accordance to the Children's Home Regulations.

As a home we are continuously developing our restorative practices with the young people in our care, following a more therapeutic practice and consequently reducing the need for sanctioning and thus rebuilding relationships following times of crisis.

Care workers are trained and assessed in STTRIIDE. This process involves a four day course, normally undertaken within the workers probation period. Care workers go through a continual assessment process throughout the four days - this involves monitoring the individual's attitude and skill set in de-escalation and prevention of the use of physical intervention.

Each breakaway and restrictive physical intervention is taught and assessed on an individual basis. Each worker is assessed as competent or not competent in each technique. If a worker is judged as not competent in a certain technique, a development plan is put in place and monitored by the Home Manager and the local STTRIIDE trainer to ensure the individual receives the necessary support to develop and reach a level of competence.

As part of the induction and probation period, a care worker must successfully be judged as competent in all elements of the assessment process. All workers attend Annual refresher courses in STTRIIDE to ensure continual development and assessment.

The principles relating to the use of physical intervention may be summarised as follows:

- \* Staff should have grounds for believing that immediate action is necessary to prevent a young person from significantly injuring himself or others.
- \* Staff should take steps in advance to avoid the need for restrictive physical intervention, e.g. through dialogue and diversion and the young person should be warned orally that physical Intervention will be used unless they desists.
- \* Only the minimum force necessary to prevent injury or damage should be applied.
- \* Every effort should be made to secure the presence of other staff before applying physical intervention. These staff can act as assistants and witnesses.
- \* As soon as it is safe, physical intervention should be gradually relaxed to allow the young person to regain self-control.
- \* Physical intervention should be an act of care and support, not punishment.

Appropriate notes should be recorded in relation to all Physical Intervention incidents and the incident communicated to management as well as other relevant members of staff. A record of the physical intervention must be recorded in the young person's physical Intervention log on Clearcare. All physical Intervention reports must be monitored by the Manager/ designate other.

After a suitable period of time the young person's key worker or other appropriate staff member should seek privacy with the young person to discuss the incident and explore possible ways of this being avoided in the future. A record of any physical intervention occurring is automatically sent to the young person's social worker via an email alert from clearcare.

Our approach demands that de-escalation in conflict situations is a priority however all staff are charged with a "Duty of Care" so on occasions may have to resort to the use of physical restraint. Restraint is only used if a young person is going to hurt another person, place himself at risk or damage property. All restraints are fully recorded including antecedents.

**Please see our Behaviour Support Policy - A copy of the Behaviour Support Policy is available from the Registered Home Manager or Senior staff member on shift upon request.**

## 15. Details of the registered provider

Beachlands is part of Outcomes First Group  
 CEO: Mr David Leatherbarrow  
 CFO: Mr Jean-Luc Janet  
 Commercial Director: Mr Richard Cooke  
 Managing Director of Children's Services: Mr Richard Power

### **The Responsible Individual is:**

Jon Edgecombe  
 Head of Care - Residential  
 Acorn Education and Care  
 Oak Tree School  
 Truro Business Park  
 Threemilestone  
 Truro  
 Cornwall  
 TR4 9NH  
 Tel: 07833 054882  
 Email: [jedgcombe@nfa.co.uk](mailto:jedgcombe@nfa.co.uk)

Jon Edgecombe was appointed as Regional Head of Care for Acorn Care and Education in August 2019.

Jon's role is to provide local senior management support and mentoring for the two Acorn Homes based in Cornwall, and from July 2020 4 Homes based in Hampshire.

Jon has a strong background in care management. As CEO of a large care provider he assumed overall responsibility for the operation of 6 nursing and care homes, supporting 450 staff in providing high quality care to 300 individuals with complex conditions such as autism and dementia. During this time he introduced a range of quality improvement initiatives as part of a recovery plan for ailing care homes within the group. He supported teams to improve CQC ratings for all the homes, with all achieving a 'good' rating. Jon likes to work closely with those that are using the services, the teams providing residential support, and with care professionals, building positive relationships with all key stakeholders.

Jon has also previously been registered by CQC as manager of care homes supporting individuals with learning disabilities.

As Operations Manager he assumed overall responsibility for 16 residential care homes, 6 of which were children's services. Jon has set up a number of new services and is experienced with ensuring that the introduction of new individuals to the service is a positive experience for them and for those already living at the home.

Jon holds a Professional Diploma and Certificate in Management and plans to continue these studies towards an MBA

Beachlands on site Home Manager is responsible for the day-to-day management of the facility.

**The Registered Home Manager is:**

Kelly Kearn

Mob: 07776 762084

Email: [kelly.kearn@acorneducationandcare.com](mailto:kelly.kearn@acorneducationandcare.com)

Mrs Kearns qualifications include:

11 GCSE's - Grade A - C

NVQ 3 - CYP

NVQ 4 - Leadership and Management of Care Services

Extensive training including, advanced Child Protection, Management Development programme, Mental Health training, Autism and associated disorders, Complaints training, Direct Working techniques, Attachment and Loss, STTRIIDE, Self-Injury, Sexualised behaviour, therapeutic childcare and Child Development.

**16. Provision for special educational needs**

The staff at Beachlands work in partnership with the education staff and Local Authorities to support children with Special Educational needs as identified through their IEP's, PEP meetings, LAC Reviews and EHCP's.

Updated  
January 2021

Home staff attends the internal school to support with behaviours and learning, as part of a unified working team with the school staff, supporting and encouraging our young people to achieve and participate to their fullest potential.

## **17. The arrangements for children to attend local schools**

Young people who live at Beachlands will attend a range of internal and external Educational provisions, including our own school, specialist local schools or colleges. If the young people are not able to attend a school a home tutor will be arranged in consultation with their registered school, the homes management team and local authority.

Beachlands has a purpose built school called Jubilee school within 20 minutes travelling time from the home. The school is registered and achieved 'Outstanding' rating by Ofsted when inspected in September 2017.

### **JUBILEE SCHOOL**

(Mixed 8-16 years)  
84-86 Jubilee Road  
Waterlooville  
Hampshire  
PO7 7RE

Tel: 02392 250963

Head Teacher: Mark Panting (02392 637484)

[Mark.panting@acornjubileeschool.co.uk](mailto:Mark.panting@acornjubileeschool.co.uk)

### **The educational aims of Jubilee School are as follows:**

- To provide an environment that is conducive to learning where every pupil is given the support and encouragement to meet the demands of educational and personal development.
- To provide a relevant curriculum, this is appropriately broad, and balanced.
- To establish the individual needs of all pupils and to devise a programme which targets those needs and develops core literacy, numeracy and ICT skills within Key Stages 2&3.
- To develop social and living skills as well as moral and cultural understanding, this will assist in preparation for adult life.
- To foster in pupils the value of education as a life- long process and to assist them in acquiring the necessary skills to develop and adapt as individuals in a changing society.
- To work in partnership with parents where appropriate and with all relevant external agencies to give pupils specialist provision of the highest quality.

The majority of our young people placed within Jubilee School will have a Statement of Special Educational Needs/ EHCP. We work closely with these and ensure we meet the individual

needs of each statement. Each young person complete Baseline Assessments upon admission into school and from these we establish an Individual Education Plan to ensure we can offer education tailored to their needs and ability.

## 18. Health care or therapy provided

All young people accommodated at Beachlands will receive an initial health assessment when registered with our local GP. Each young person will then receive a full medical together with a dental check-up and eye test.

Beachlands will then produce a health plan to record, monitor and track all medical issues and appointments. The home offers and promotes healthy life styles and healthy living to all young people and staff. This includes healthy eating and promoting a healthy lifestyle through exercise and activities.

Through regular keyworker sessions young people are educated on the importance of looking after all aspects of their health. This includes physical health, mental health and sexual health, to inform and supplement that provided by their school through PSHE. Young people are supported and encouraged to take ownership over their own health needs and make informed decisions on their health. ***Please see Health Policy.***

All young people with any type of special medical needs are encouraged to attend specialist clinics e.g. ADHD, asthma, hearing etc. in order to promote positive health care. Referrals to CAMHS will sort after if highlighted in placement plans.

At Beachlands we are committed to providing a safe and respectful environment for the children in our care, offering a holistic approach to therapy. We believe and endeavour to create a therapeutic milieu and environment, one that embraces working together and inclusion. Person centred therapy is arranged on an individual basis dependent on the needs of the young person. This can be grounded in either CBT, art/ play therapy.

We have access to a clinical team who shape our therapeutic interventions. They provide direct sessions with the young people where appropriate and have TAC meetings with keyworkers and the senior management team. Re-attunement sessions are conducted with all the young people following any incident. These link feelings to behaviour and help devise more appropriate coping strategies.

Access is also available for Play/ Art Therapy and which enables the young people to talk about their problems, explore the underlying causes of these, and express difficult feelings which may have been previously unknown and even express feelings in a new way.

The effectiveness of the homes approach and the therapists we use to develop our young peoples in house placement plans and IBSP's are monitored through the young people's outcomes tools, through the monitoring of incidents and RPI's, MISPEERS and absences.

## 19. Experience and qualifications of staff

The staff team at Beachlands consist of the following key personnel. Also included is the minimum qualifications and experience for the following positions:

**Home Manager:** Professional social work qualification, i.e. CQSW, CSS, Dip.SW, NVQ Level 4 or equivalent with relevant experience.

**Team Manager:** Professional social work qualification desirable but not mandatory and at least two years' experience as a supervisor in a residential establishment for children. Commitment to working towards QCF level 3.

**Senior Residential Care Worker:** At least twelve months' experience working with children, residential experience preferred. Commitment to working towards QCF level 3.

**Residential Care Worker:** Some experience of working with children in a residential setting preferred, Commitment to working towards QCF level 3.

We also employ an extensive team of Bank staff made up of dedicated and experienced individuals whom help to ensure a consistency of care is delivered in the event of staff sickness and annual leave. All bank staff are expected to be qualified in or committed to working towards QCF level 3 or an equivalent qualification.

Beachlands on site Manager is responsible for the day-to-day management of the facility.

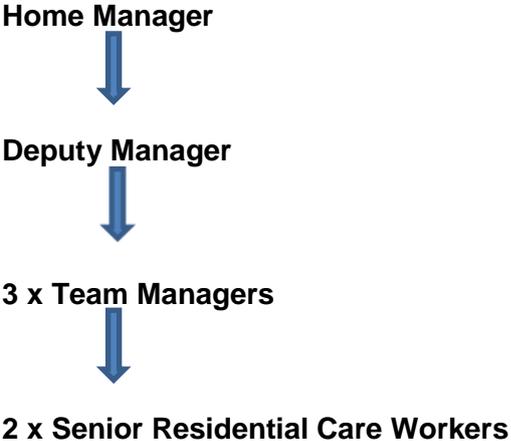
The Registered Home Manager is:

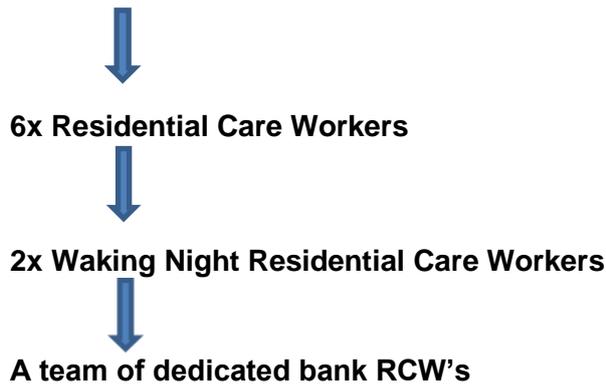
**Kelly Kearn**  
Mob: 07776 762084  
Email: Kelly.kearn@acorneducationandcare.com  
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- NVQ 3 CYP
- NVQ4 leadership and management of care services
- Extensive training including, advanced Child Protection, Management Development programme, Mental Health training, Autism and associated disorders, Complaints training, Direct Working techniques, Attachment and Loss PRICE, Self-Injury, Sexualised behaviour, therapeutic childcare and Child Development.

**Experience and qualifications of the staff team can be provided upon request.**

**20. Management and staffing structure**





All staff receives regular supervision with their line manager, to discuss the performance of the individual, key working issues and any child protection concerns. Supervision is regarded as a valuable two way process which supports positive development. We have a comprehensive training schedule which covers a range of mandatory courses as well as courses relating directly to the client group.

New staff members follow a detailed induction process and benefit from fortnightly supervision. As part of the induction process staff are trained in basic Bullying, Care of Medication, Medication Competency Assessment check, Child Sexual Exploitation Online, Complaints, Equality and Diversity, Female Genital Mutilation, Fire, First Aid, Food Hygiene, General Data Protection Regulation, H&S, Infection Control, Ligature, Prevent, Risk Assessment, Safeguarding and Support Techniques and Theory to reduce Incident and improve De-escalation Effectiveness (STTRIIDE), which includes the safe management of physical intervention.

Through the 6 month probation period, new staff members will complete the Children's Services Induction Standards. This has been based on modules within the QCF3 Residential Childcare qualification and directly mirror learning objectives that must be achieved within this qualification. Staff members will learn the skills and gain knowledge required to complete this by attending a face to face induction, support and guidance from their team, and from attending/completing mandatory training.

Upon successful completion of the probation period all staff are registered on and begin working towards the QCF3 Health and Social Care Children and Children.

Annually an appraisal is carried out, during which training needs are identified and a plan formulated, together with a review of progress to date.

## **21. Therapeutic Input and structure**

Each of the Children's Services' regions are supported by a designated and integrated clinical multi-disciplinary team whose combined expertise aims to reflect the presenting needs of the children and young people living and learning within the region's homes and schools.

The team supporting Hayling Island consists of:

<b>AMc</b>	<b>Chartered Educational Psychologist</b> BSSc, MSc, CPsycol, AFBPS. HCPC Registered
<b>Dr AR</b>	<b>Chartered Clinical Psychologist</b> HCPC Registered
<b>EW</b>	<b>Art Psychotherapist</b> MSc Art Psychotherapy HCPC registered BAAT
<b>AB</b>	<b>Play Therapist</b> MSc Play Therapy BAPT
<b>KW</b>	<b>Art Psychotherapist</b> MSc Art Psychotherapy HCPC BAAT
<b>HP</b>	<b>Assistant Psychologist</b>

**Further details on the qualifications of our clinicians can be provided upon request.**

All the clinicians are registered with their designated regulatory bodies such as the Health and Care Professions Council, British Association for Counselling and Psychotherapy and UK Council for Psychotherapy and all receive the appropriate clinical supervision from other senior clinicians within the organisation or from externally commissioned specialists within the field.

Line Management of the clinicians is provided by the Clinical Leads for each region who in turn are line managed by the Head of Clinical Services.

The Governance of the Clinical Team and service provision is the responsibility of the Head of Clinical Services.

The core practice model and therapeutic approach within Outcomes First Group Children's Services is underpinned by our shared, evidence based, theoretical understanding of Complex Trauma (Cook et al. 2005) / Developmental Trauma (Bessel A van der Kolk. 2005), the Neuro-Sequential Model of Therapeutics (Perry, B. 2014) and Attachment Theory (Ainsworth, M. 1978. Bowlby, J 1969).

Utilising the principles within the framework of Playfulness, Acceptance, Curiosity and Empathy (PACE), our Therapeutic Parenting initially focuses on developing safety and containment for the child or young person; an essential pre-condition for new relations to be explored, attachments developed and engagement in therapeutic and educational tasks.

**UPDATED; 28/1/2021**