



**Osprey
House**

Statement of Purpose and Function

To find out more please visit www.acorneducationandcare.co.uk
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Service URN 1263201

**ACORN EDUCATION
AND CARE**
Better days, Better lives™

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1. Our Vision, Mission and Values

Acorn Education and Care is part of the Outcomes First Group, the largest combined children's services group in the UK. Our operating businesses successfully deliver frontline fostering, educational and care services to children, their families and local authority customers.

"We take our responsibility to so many vulnerable children and young adults across the country seriously, as such our Vision, Mission and Values are embedded into our culture and are lived and breathed each and every day by each and every employee in the Group."

Our Vision: We will build incredible futures by empowering vulnerable children and young adults in the UK to be happy and make their way in the world.

"This statement emphasises how we try to help not only our vulnerable children and young adults we look after but also vulnerable children and young adults in the care of others through our influence, size and scale.

Most importantly, it is about helping these vulnerable young adults to be happy, alongside encouraging their understanding of their place in society and empowering them to work out how they are going to make their way in the world. While we can't physically do this for them, we can and do act as guides to their futures."

Our Mission: Every day we improve the lives of those we educate and look after, their families and communities through a relentless focus on learning and caring.

"This proclamation shows how our Mission is about supporting not only our children and young adults through assisting with their care and learning but also their families and the communities in which they live."

Our Values: Our Values are a set of behaviours that both we as individuals and as an organisation live by. The thinking behind this is that if we are truly behaving in line with our values, then we will instinctively understand what it means to be a part of Outcomes First Group:

Open & Honest: *Be fair and transparent. Do the right thing. Be respectfully.*

Deliver Promises: *Be accountable. Take responsibility. Be committed.*

Dream Big: *Make positive changes. Aspire and Achieve. Be ambitious*

Be Inclusive: *Value diversity, create safe, nurturing environments. Care about what we do and each other.*

One Team: Together we inspire trust, happiness and an infectious passion to accomplish our vision.

2. Objectives of Osprey House

Osprey House provides a holistic, safe, stimulating and supporting family environment, where young people can live, learn and develop.

The home is responsible for providing:

- Promoting the young person's participation in and the ownership of their care plan or semi/full independent package
- Actively putting the care plan as well as any independent package into action
- Ensuring the care plan or independent package is reviewed at appropriate intervals
- Ensuring the main aims of the placement are kept on target
- Ensuring that the young person's file is kept in order and up to date
- Ensuring that all necessary appointments are arranged and social workers, parents or significant others are kept well informed.
- Advocacy, in being a contact person for the young person to approach if they have any concerns, worries or aspirations they want to discuss.
- Being responsible for promoting personal health and hygiene, active participation in all individual or group activities and the attendance at the house's meetings and discussions relating to planning the weekly menus and activities, ensuring that the young people's views, wishes and feelings are taken into account.
- Assisting the young person to establish, promote and maintain positive links with school, family members (or significant others) and other professionals involved in their care.

Osprey House aim to provide a nurturing and supportive environment to all of your young people, to aid them to live, learn and develop. Osprey House adopt the PACE model throughout our practice. PACE is a way of thinking, feeling, communicating and behaving that aims to make the children and young people feel safe.

Playfulness – is about creating an atmosphere of lightness and interest when communicating.

Playfulness can add elements of fun into day-to-day life and can diffuse a difficult situation. The child is less likely to respond with anger and defensiveness when the carer has a touch of playfulness in his/her discipline.

Acceptance – is about actively communicating to the children and young people that you accept their wishes, feelings, motives and perception. Accepting without judgement the children and young people's intentions and not the behaviour.

Curiosity – Without judgement, is how we help children and young people become aware of their inner life, reflect upon the reasons for their behaviour. Curiosity is about exploring the meaning behind the behaviour. Children and young people are then able to reflect upon their own inner life. As their understanding deepens the child can discover that their behaviour does not reflect something bad inside them but rather a thought, feeling, perception or motive that was stressful, frightening or confusing and could only be expressed through their behaviour.

Empathy – Lets children and young people feel the adult's compassion for them. Being empathic means the adult is actively showing the child that the child's inner life is important to the adult and the he/she wants to be with the child in their hard times.

Osprey House have adopted this approach and have seen that the use of PACE can reduce the level of conflict, defensiveness and withdrawal that is ever present in the lives of young people who have experienced early life trauma.

The use of the PACE model is supported by Enabling Care Ltd. An organisation that provides staff consultations and direct therapeutic work with children and young people. Enabling care Ltd. Also provide training to the staff team around Trauma and Attachment and PACE.

3. Location and Accommodation

Osprey House is located in Thurcroft, which is in South East of Rotherham; the metropolitan area in South Yorkshire.

The home benefits from a close proximity to excellent transport infrastructure. It is a very large two-story property with many attractive and practical features, including large sized rooms and enclosed gardens. The front of the property is situated away from the main road with a drive and easy access, complementing plenty of parking space to accommodate staff and visitor parking to ensure the community is not disrupted. We also have the privilege an annex, which holds storage and a private meeting room that can be utilised to hold meetings and reviews where necessary.

The down stairs facilitates communal rooms to allow the young people to have their own space and also come together as a group.



We encourage family style meal times, where we use our comfortable dining area. This encourages our young people to enjoy time together and converse over meals about their day.

Each room has a designated purpose, with a large resource/play area with space for gaming consoles, seating, music area with piano, crafts space and access to the rear garden. Here young people can enjoy their hobbies and interest, try out something new and spend time together in a positive way.

The main lounge is equipped with a TV and ample seating area. The room is bright and inviting, with soft furnishings and decoration.



The garden to the rear of the property is enclosed and thoughtfully designed to create a safe environment for children.

Garden activities are provided through the warmer months to encourage an active lifestyle.



All bedrooms are large in size, we will have two children accommodated upstairs and two downstairs with a bathroom on each floor. They are furnished and equipped to a high standard, and decorated in consultation with the children/young people. Children at Osprey House do not share bedrooms.

On the first floor is the sleeping accommodation for a team member and facilities for a second sleeping team member on the ground floor.

Upstairs has a separate open space, which has been designed into an education area. Here the young people can complete their homework, access online resources or use the space for alternative education such as drama and dance. Adjacent to this is a small snug area, with bookshelf and sofa for a calming space that the young people can use to read or reflect.

There are laundry facilities including a utility room where more independent children can learn to carry out related domestic tasks.

Osprey House operate a waking night staff system to support the sleep staff and our young people. The waking night staff complete duties through the evening and are available to support our young people through the night should this be required.

Acorn Education and Care seeks to create and maintain residential settings for children and care staff of the highest standard. The location of our homes is determined by the results of careful social, demographic and economic analysis. We seek to procure the highest quality of provision in key geographic locations.

4. Responsible Body for Osprey House

Acorn Education and Care

1 Merchants Place

River Street

Bolton

BL2 1BX

T: 0115 9473142

Acorn Education and Care is a [wholly owned] subsidiary of the wider Outcomes First Group (OFG).

Head of Care and responsible individual: Rebecca Maltby

Rebecca holds several qualifications, including her level 5 in leadership and management. Rebecca has 13 years' experience in working with children/young people, 6 years in nursery settings working with ages 6weeks- 11 years and 7 years in residential working with young people from 8years- 18years. Rebecca has been a support worker, senior support worker, deputy manager, manager and regional manager and so has experience of every role. Rebecca has worked with children who have emotional behavioural difficulties, ADHD, GDD, ODD, suffered severe trauma, have attachment issues etc... And is trained around all these needs and more. Rebecca has a very strategic approach to work, however, strives to achieve the best outcomes for young people. Rebecca is passionate and has high expectations for all the homes that she works with whilst putting the young people at the centre of everything that we do.

National Care Manager: Fay Shelton

Fay has worked in residential childcare since 2010, gaining a level 3 in Childcare and Education, a level 3 in Children and Young People's Workforce and a level 5 in Leadership and Management in Health and Social Care. Fay was previously the Registered Manager of a large residential children's home with 6 homes on site, caring for 35 children and young people. Fay's background is mainly with EBD and SEMH children.

Fay lead a team who were able to achieve Ofsted Outstanding for 4 consecutive inspections and was part of achieving great outcomes for the children and young people in her care. Fay has a passion for providing children and young people with new experiences and opportunities and providing them with the chance to have a childhood they may not have had the chance to enjoy previously."

Principal- Meadowcroft School and Head of service: Darren Singh

Darren holds a number of qualifications including a degree in Geography. He has been able put his skills in to good use since 2004 when he began a career in education, teaching Humanities and ICT at a Secondary level in schools in socially deprived areas of South Yorkshire. From 2011, Darren has turned his attention to working with young people with Special Education, vulnerable and challenging needs; these include SEMH, ASD, ADHD, PMLD, Fragile X and a multitude of other specific and complex learning needs across Rotherham and West Yorkshire.

Darren has played a pivotal role as Senior Leader at Meadowcroft School since 2014, holding all positions from Assistant Headteacher, Deputy Headteacher, Headteacher to now his current position as the principal. He has valuable experience in supporting vulnerable young people, ages 5-19, in increasing their life chances with the intention of ensuring that young people acquire the skills to make significant contributions to their own lives, people around them and to the wider society in which they live in.

Darren is a systematic and a critical thinker and focuses on building and developing robust systems and uses statistical approaches to measure impact and to inform further development. Although Darren is relatively new to the Care sector, his experience of working with vulnerable young people and his passion to continue to improve outcomes for young people are readily transferable to support young people in care.

National Care Director - Alison Blyth-Bishop

Alison has worked in the care sector since 2001 in both local authority and private organisations in a variety of settings from secure accommodation, specialist therapeutic residential care, step down mental health and complex learning difficulties.

Alison has a variety of qualifications including a BSC hon's psychology, L4 qualification in children and young people and L4 and L5 Leadership and management.

Alison is passionate about the work that she does and is a strong advocate for the rights of young people and their voice being heard as well as ensuring a high quality of care is provided to all our stakeholders.

James Joyce: Regional Director

James has worked within the special educational sector since 2002 and has held several different positions within education and residential care. Initially, supporting vulnerable young people with Special Education needs (including SEMH, ASD and ADHD), James became a science teacher and a successful leader. As a Headteacher and an Executive Headteacher, he has developed and lead a number of Outstanding Primary and Secondary SEMH/ASD schools for a number of years. Subsequently, he has successfully supported many other Headteachers, Principals and Heads of Service as an Assistant Director and more recently as a Regional Director, in achieving excellent outcomes for young people across a number of different schools and residential services.

James has a variety of qualifications including a Science BSC (hons), Qualified Teacher Status and a Masters in Education & Psychology.

James is passionate about his work, always putting young people at the centre of everything we do, ensuring the highest quality of care and outcomes for young people is provided and achieved.

Registered Home Manager: Kris Noble

Kris has worked in the residential care sector since 2012, He began his career supporting young people with complex needs and challenging behaviour working in a range of management roles.

During his career, Kris has successfully qualified at both level 3 in Residential Care and Level 5 Leadership and Management. Kris has supported a range of young people throughout his career and is proud of some of the success stories he has been part of. Kris is passionate about promoting the voice of the young people and enabling them to reach their full potential through building independence.

Bianca Cesarano – Drama Psychotherapist

Bianca conducts clinical work with the young people we support in person within the home when required. Bianca graduated her Masters course at The Royal Central School of Speech and Drama in 2017. She has worked within a variety of settings across mental health, learning and physical disabilities spectrums. Dramatherapy is an approach that provides a creative platform for young people to express their feelings, solve problems, and achieve therapeutic goals. Sessions involve all types of activities. It is a safe space where support, encouragement, playfulness, and non-judgemental work can take place. Some experiences are too painful to address through verbal dialogue alone, so through dramatherapy these can be explored in a non-invasive way. Because drama uses metaphor to express emotion, it is a natural fit for a therapeutic framework. Dramatherapy uses the psychological safety and distance that drama itself tends to provide. In the context of this safe therapeutic relationship, built between a young person and therapist, dramatherapy allows the young person to rely on both physical and verbal expression to work through difficult emotional issues.

The primary goal of dramatherapy is to provide young people with a safe and secure experience that encourages the full expression of their emotional voice through playful, dramatic activities. The desired outcome of dramatherapy is different for each individual, overall it is to promote healing and growth through the use of role playing and dramatic interactions.

5. Staff Team

The Osprey House Staff Team comprises of a dedicated and experienced group of workers with a great deal of experience of residential care and the needs of young people. The staff group is made up of the following:

- Ofsted Registered Children's Home Manager - RCHM
- Deputy CHM
- Senior Residential Child Care Workers
- Residential Child Care Workers

Our Home Manager is trained to a minimum level of NVQ level 5 and non-managerial staff are qualified or working towards a minimum of Diploma level 3 in Residential Care.

6. Available Services

Residential Placements

- Short, Medium to long term residential placements.
- Placements with therapeutic support via Enabling Care
- Placements with education based at Meadowcroft School in Wakefield

Osprey House are committed to providing high quality care from the point of referral. We aim to provide transitions for our young people and include them in their care planning, as such we do not provide emergency/same day placements.

7. Who may be referred to Osprey House

Osprey House is able to accommodate:

- 4 young people
- Male or Female
- Aged between 8 to 18
- Young people with socio-emotional / behavioural difficulties

In accordance with Acorn Education and Care Equal Opportunities Policy, children of any gender or ethnic origin may be referred.

Acorn Education and Care carefully considers all referrals as part of a caring and responsible approach to Admissions.

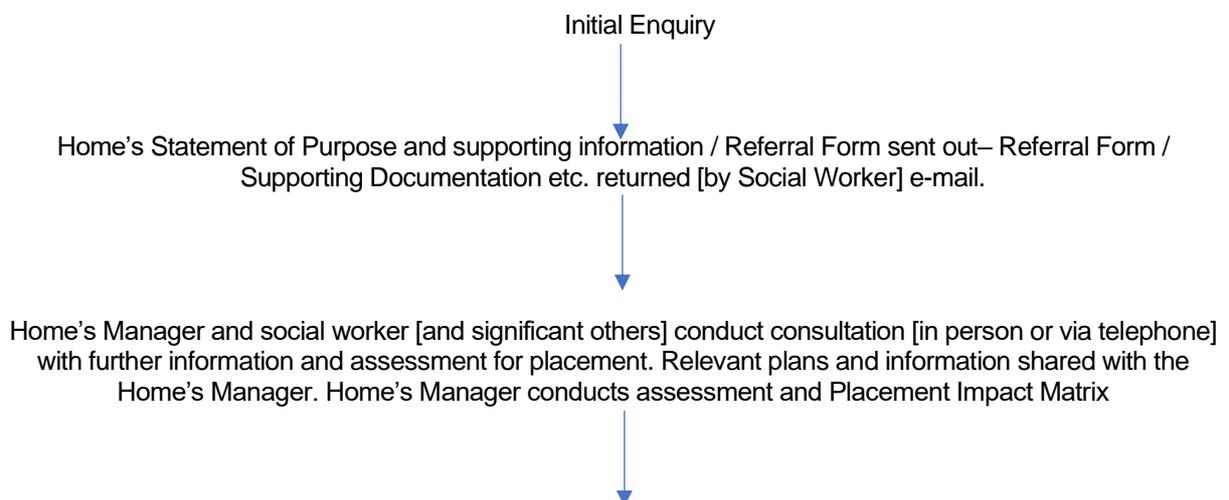
The layout and design of Osprey House is such, that the home is able to accommodate a young person with mild mobility difficulties.

8. Admissions Procedure

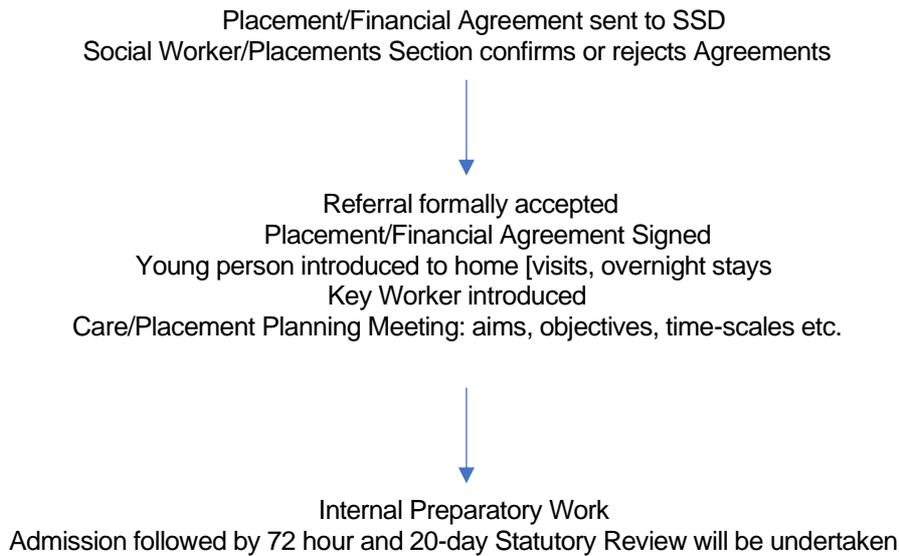
We always aim to ensure the Admission process is as speedy and straight forward as possible.

Preferably, placements should be planned, providing for as smooth a transition as possible for the child/young person concerned.

The flow chart below shows the Referral/Admissions Process. The process can be adjusted to accommodate individual referral circumstances.



Osprey House Statement of Purpose - 17th January 2022



9. Health Care at Osprey House

Osprey House adopts, and follows, the Acorn Education and Care policy & procedural guidelines on the provision of health care for every child/young person. This ensures a consistent and proactive approach to health and health education by both staff and children. The central focus of our health policy is to empower the child/young people and to provide them with the tools and information to make informed decisions about their health.

Upon admission, every child/young person is registered at the local GP surgery and will have a new patient health check, should this be appropriate. Osprey House can facilitate supporting the young person to access their usual GP surgery where this is requested.

All young people within our care have access to a range of other health care facilities, which may include:

- Dentists
- Chiropodists
- Counsellors
- Opticians
- Social-Psychological Services if applicable
- Other Therapeutic services as appropriate

Health Education is promoted via structured individual key work, or group, sessions, whichever is thought to be more appropriate in accordance with the feelings of the children/young people.

Osprey House approach to healthcare includes information on physical, emotional & sexual health. Our philosophy and approach is that good health is achieved through paying attention to basic needs and communicating with our young people.

10. Education

Osprey House believes that all young people have the right to an education suited to their needs, ability and personal aspirations. We acknowledge research suggesting that children within the care system are potentially at risk of poor educational achievement.

Therefore, we believe that we have an Absolute Duty to ensure that children in our care achieve generally, and educationally, to their highest potential. Osprey House staff are all involved in proactively implementing the provision of each child's Personal Education Plan [PEP]. Key Workers/Children Home Managers oversee the implementation of PEPs and monitor progress against objectives. We will liaise with the relevant professionals in order to support children who have a SEN/EHC.

The home will create a positive culture and environment for valuing education with adequate space and facilities for children to do their homework, including quiet, well equipped study areas.

11. Educational Services Offered

Mainstream education at comprehensive and junior schools within the catchment areas.

We can provide specialist education via our linked education provider, Meadowcroft School in Wakefield. Meadowcroft provide a range of education services to young people aged 5-19 years. An additional school fee will apply to this service.

In order to maximize educational inclusion and attainment, Osprey House will work in a supportive and collaborative manner with all local schools and schools in the surrounding areas [mainstream and special educational]. Also, we will work with our partners in Rotherham Children's Services / Local Education Authority in maintaining continuity of education.

Social Workers /Providers will provide the home with as much information to allow the young person easy access to the catchment area school or other provisions entitled to them on arrival to a new home.(including all relevant professional information relating to the young person previous education and authority if out of city placed)

Acorn Education and Care are part of the Outcomes First Group (OFG) who are providers and ambassadors of the Duke of Edinburgh (DofE) Award. The award provides our young people with life changing experiences and is a recognised mark of achievement, respected by employers. 14-24 year olds can undertake the DofE programme at one of three levels which, when successfully completed, leads to a Bronze, Silver or Gold Duke of Edinburgh Award.

Any young person can do their DofE regardless of ability, background or location.

Through the award our young people will build skills, enjoy and achieve, build a peer group and improve their confidence, supporting future prospects within education and employment.

12. Missing or Absence from the Home

Osprey House provides all staff and children with written procedures, which are clearly followed when a child is missing from care. The application of the procedures is consistent but at the same time take account of the individual child's needs which are clearly set out in his, or her, Placement Plan and Risk Management Plan.

Any child that is away from a Acorn Education and Care home is made welcome upon return – the principal aim will be to work with the child/young person to find out why they felt the need to leave their home without consulting or seeking permission. Wherever possible, and in any case, as soon as possible after return, the child/young person will receive a return home interview by an independent person, dependent on the local authority guidelines. Where necessary, changes to the Placement / Risk Assessment are recommended and agreed with appropriate people, including the child/young person, with an aim to reduce recurrence.

Any report from a child that indicates he or she went missing in response to being abused will be immediately reported to the appropriate Multi Agency Support Hub [MASH] and OFSTED. Appropriate measures will be made to protect the child/young person.

The home will adopt and observe any missing from care protocols developed and implemented by Local and other placing authorities. Also, we will work with the local Police to ensure an effective and balanced approach to managing matters pertaining to unauthorised absence and missing from care episodes, with particular regard to the proper and sensitive use of Police resources and positive relationships.

Rotherham Council's Multi Agency Support Hub's

Osprey House seeks to work closely with Rotherham Multi Agency Support Hub's and other Local Authorities placing young people with Osprey House.

MASHs have shared responsibility for helping to ensure that good outcomes are achieved by all children and young people living in the area. These teams work in partnership with universal and specialist services to improve well-being, attendance, behaviour and the social care of children and their families. Also, MASHs aim to reduce duplication and improve access to, and responsiveness of, services

13. Complaints, Comments and Compliments

Osprey House takes seriously all representations and complaints and manages them sensitively and promptly, ensuring that the child's best interests are kept centre stage. We endeavour to ensure that all children, staff, and parents are aware of, and understand the Acorn Education and Care policy and procedures on Representations and Complaints. Furthermore, Acorn Education and Care, operates a transparent complaints procedure, which is clearly visible on notice boards and other appropriate locations.

The home is committed to the operation of an effective Complaints & Compliments procedure, designed to keep paramount the needs of all service users, irrespective of age, race, gender and disability.

Any complaints received will be taken seriously, with particular attention paid to the needs, feelings and sensitivities of the child/children concerned.

Osprey House residents are able, and have the absolute right, to complain over the service and/or care they receive.

Others who are able to invoke the Complaints policy include:

- Social Services staff
- Parents
- Persons with parental responsibility
- Foster Carers
- Any person that has a sufficient interest in the welfare of the child

The address and telephone numbers of our local Social Services Department and Ofsted are included in the Osprey House Children's Welcome Pack.

Staff Responsibilities

Upon Admission, Osprey House staff will ensure that the child is made aware of how to make complaints and compliments.

The staff team at the home value the role of the key worker and on arrival each young person will be allocated one, together with a co-key worker who can act on the key worker's behalf when they are not available. The role of the key worker will include responsibility for:

- Upon admission, provide the child with the Children's Guide and Complaint's information.
- Ensure that if the child has difficulty in reading, writing or understanding their rights/responsibilities the procedure will be adapted to meet the need, ensuring the young person has full understanding.
- Upon Admission, the child is given OFSTED's contact details and advised of how to make an external complaint.
- Ensure Parents / Carer's / Social Services staff, are informed about the PCS Complaints Procedure.
- Ensure complaints are recorded on the home's Central Complaints Record, which is routinely inspected by OFSTED and available to social care workers.

Children's Rights

- Children have the right to complain to their social workers, any Acorn Education and Care staff member, OFSTED, Child Line, the Police and any other professional involved in the care of the child
- Children have the right to complain about anything that is of concern to them.

- Children who are assaulted have the right to inform the Police and instigate criminal/Safeguarding proceedings.
- Advocates will be sourced for young people on their request. All young people receive information about their right to advocacy
- Any complaint that concerns assault or abuse MUST be addressed in accordance with the Acorn Education and Care Safeguarding procedure.

Managing Complaints- Local Resolution (stage one)

Timescale: 14 days from receipt

If possible, the person receiving the complaint, or their supervisor/line manager should resolve the matter as soon as is reasonably practicable, or in line with the timescale set out above unless agreed in writing with the complainant.

This assumes that the person receiving the complaint has the delegated authority to resolve the matter satisfactorily and the complainant agrees for it to be dealt with at this stage. Where this is not possible, this would then be escalated to the next stage.

In managing a complaint in this stage the staff member will adhere to the following:

- Ensure there is a written record of the complaint in the complaints log and the young person's daily log.
- Record any resolutions along with the complaint.
- The line manager will confirm the resolution with the complainant and ensure satisfactory resolution has taken place.

Complaints: Formal Consideration (stage two)

Timescale: 28 days from receipt of stage 2

- Stage two complaints are referred to the designated manager.
- If the complaint relates to a child in the home, the social worker will be informed.
- The designated manager will attempt to resolve the matter as quickly as possible.
- The complainant will be notified of the outcome of the complaint in writing.
- The complaint and process and outcome of the complaint will be recorded in the home's complaint log/relevant child's file/ copy of outcome to the placing authority and regulatory authority.

If dissatisfied with the stage two outcome then this can be escalated to a review panel.

Compliments

A compliment is an expression of gratitude or thanks made by a service user, his/her carers or others of significance involved the care or welfare of the young person concerned, Typically, a compliment will concern the quality of service received, or a particular member of staff.

Feedback

Osprey House will request feedback from the young people, staff team and external stakeholders in order to continuously review and improve our service.

When feedback is received it will:

- Be acknowledged
- Be passed on to the staff member involved and their managers, so that credit can be given where credit is due
- Be entered into the staff members personal file
- Feedback and compliments will be recorded and included in the home's compliments book.

14. Behaviour Management

Osprey House, in line with Acorn Education and Care corporate policy, seeks to promote, within a clearly defined policy framework, positive relationships between adults [care staff] and children.

None of the disciplinary measures prohibited under Regulation 8 of the Children's Act 1989 are permitted at Osprey House. All staff at the home aim to work together with children as a team to enhance our ethos of a family home within a framework of continuous positive reinforcement of good behaviour. In addition, appropriate [age/understanding-sensitive] sanctions, and consequences, are only applied after careful consideration as defined within Acorn Education and Care policy and procedures.

Our approach encourages reparation and restitution and we seek not to allow negative behaviour to become the focus of attention. Osprey House staff will not make excessive, or unreasonable, use of sanctions or physical Intervention.

Physical Intervention via (MAPA - Management of Actual and Potential Aggression) is used only in specified circumstances i.e. to prevent likely injury to a child or to others, or likely serious damage to property. Osprey House staff are trained in the use of MAPA which includes firstly, de-escalation techniques, which include separation, withdrawal, reflection, calm discussion, humour and planned ignore. Clear records are kept of the use of sanctions and physical restraint ensuring that the application of the same can be monitored, and reviewed, at regular intervals.

MAPA@ [Positive Options] is endorsed by the British Institute of Learning Disabilities [BILD]. Acorn Education and Care is an Approved Training [ATC] Centre for MAPA@ and BILD Silver Members

15. Safeguarding

Acorn Education and Care believes that all children have the right to be protected from ALL forms of abuse, whether this be physical, sexual or emotional abuse or neglect. Our approach to all aspects of care delivery is Child-centred. With regard to Child Protection, we firmly believe that the blame for abuse will rest solely on the abuser and that the welfare of the child will always remain centre-stage.

Concerns over the safety, or well-being of a child will never be ignored. Our Safeguarding procedures are consistent with the local policies and procedures agreed by the Local Safeguarding Children's Partnership [LCSP]

Acorn Care and Education is a Section 11 Children Act 2004 compliant service.

Our Safeguarding Policy aims to:

- Provide clear and specific guidelines to enable staff to deal with safeguarding matters effectively.
- Set high internal standards to ensure that the children cared for are well protected
- Ensure Acorn Education and Care's credibility, as a professional organization, remains high and seeks to ensure that commissioning officers feel assured that we are a 'safe' organisation
- Ensure that every individual working for Acorn Education and Care knows what to do in a Safeguarding Emergency.

At Osprey House, everything we do is geared to the protection, happiness and development of children. Our Safeguarding policy [hereafter referred to as 'the policy'] is detailed, extensive and child-centred.

The policy provides detailed definitions of physical, sexual and emotional abuse, mental cruelty and neglect.

Also, the policy sets out clearly, and in considerable detail, which is responsible for dealing with suspected, or actual, incidents of abuse, defines how matters of abuse should be dealt with and provides supportive guidance to officers who may be involved in dealing with such matters.

Osprey House is very large and opens to the community from a main road, rather than lock the external doors during day, the front and back doors sound a noise which will then allow staff within the home to be alerted. We have alarms on bedroom doors, however the alarms will only notify staff a young person is up and out of their bedroom upstairs, and giving staff time to support them to ensure they are safe and well.

Other aspects covered under the policy include:

- Disciplining /Behaviour Management strategies for Children with consistent firm boundaries
- Direct Work with Children – Protecting Staff
- Whistle Blowing
- Confidentiality
- The duty of care and public liability insurance
- Records and Record Keeping
- Computer Safety
- Working with Social Workers

The Acorn Care and Education policy framework and management approach is designed to minimise the risk of child abuse. However, we recognise that there is always a chance that a child located in the safest of environments may fall victim to abuse. At Acorn Education and Care, no Safeguarding issue is ignored. Our response to any allegation, or suspicion, is child-centred, transparent, swift and affirmative. Copies of the Acorn Education and Care are available upon request.

16. Bullying

The home is committed to providing a residential environment where young people can live safely, without the fear of oppressive behaviour from staff or peers through any form of bullying or intimidation.

Acorn Education and Care provides all staff and children in its homes with clear definitions of Bullying. We believe bullying can take many forms from verbal, emotional, sexual or racial abuse to actual physical assault.

In all cases Acorn Education and Care staff will:

- Investigate fully any indication of bullying.
- Support the victim to prevent any further oppressive behaviour from others.
- Re-assure the victim that being bullied is not acceptable and that it is not their fault they are bullied
- Minimise any further opportunities for bullying to occur by whatever strategies are realistic and achievable.
- Confront the bully with their actions so their oppressive behaviour is not condoned by inertia.
- Pursue legal action should the nature of bullying indicate the need for this.
- Arrange for an urgent review to include all involved parties to agree an action plan to deal with the bullying; this may include reviewing the appropriateness, and compatibility, of placements.
- Identify, and action, positive alternatives for both victim and perpetrator to develop those skills necessary for positive relationships.
- Keep a written record of all incidents and actions taken.

Acorn Education and Care believes bullying and oppressive behaviour has no place within its homes, in any shape or form. We are committed to an equality of service that demands a safe and caring environment for all service users.

17. Health and Safety including Fire

All Acorn Education and Care homes are subject to Fire Officer Inspections and any recommendations are implemented with priority.

Osprey House has appropriate fire equipment, smoke alarms and heat detectors, which are regularly tested and serviced by a designated Fire Safety Officer. We also have window restrictors for the young people's safety.

All staff and children at Osprey House are familiar with all aspects of the fire policy and procedures. Regular fire drills are conducted at the home, with the outcome and results continuously monitored and recorded within a logbook. Fire drills are undertaken to identify, clarify and resolve any issues or problems with regard to the fire safety policy. The Fire Safety procedure is clearly located at key locations within the home.

Health and Safety is within all that we do. We hold daily checks of the premises and monthly health and safety audits around the home. Staff mandatory training programs include health and safety and fire safety, with management conducting additional IOSH for Residential Home's training.

18. Osprey House Staff Structure / Training / Support

The Acorn Education and Care Corporate Team is responsible for overall operation and resourcing of Osprey House and ensures that the company's core values are adhered to on a day-to-day basis.

The staff team comprises a healthy balance of staff that has broad and extensive experience of residential and/or work with children. To ensure the suitability of staff and safeguarding of our young people, the Safer Recruitment process is adopted.

Interviewers have Safer Recruitment training and DBS's are required for all roles within our home.

Additional DBS checks are undertaken and staff are encouraged to be part of the DBS update service.

Osprey House Mandatory Training Programme consists of:

- Health & Safety
- Moving & Handling
- Food Hygiene
- Safeguarding
- First Aid
- Medication
- Fire
- MAPA (managing actual and potential aggression)
 - Therapeutic Parenting
 - GDPR

Additional Needs/theme Specific training packages are sought in order to upskill the staff team, keep up to date on current affairs and provide excellent care to our young people, this can consist of:

- Child Sexual Exploitation
- PACE (attachment and trauma)
- Youth Justice/CCE
- Radicalisation/Extremism
- Ligation
- Mental Health/Self Harm
- Eating Disorders
- Communication
- Bullying/Online Safety
- Missing from Care
- Health needs specific
- Additional training as required

Acorn Education and Care as an organization observes to staff qualification targets as set out in the Children's Homes Regulations 2015

All staff receive regular supervision and training and are required to hold or be pursuing Diploma level 3 in Working with Children and young People [as a minimum]. Managers must hold or be pursuing the Diploma level 5 in Leadership and Management for Residential Care.

The staff team have additional Personal Development Plan to encourage their development and learning. Upskilling takes place and team meetings are held regularly to share best practice, updates and learning.

Additional support can be sourced for both the management and staff team in the form of Enabling Care. The service provides therapeutic support and guidance for a wide range of needs. Enabling Care can also work with our young people to provide therapeutic service, where commissioned. The service provides training to our staff team around the PACE model and trauma and attachment, creating an all-round therapeutic package for our home.

Each young person has a designated Key Worker. Osprey House is staffed 24 hours a day, 7 days a week. All Acorn Education and Care staff are committed to providing for the young people in our care high quality, user-friendly care & support services.

Young People benefit from Osprey House's commitment to a 'small homes' policy, and a high staff to child ratio: this ensures that young people get the focused care and attention they need and deserve.

19. Day-To-Day Arrangements

The home adopts a holistic approach to care and development, addressing the emotional, social, cultural, physical and educational needs of the children.

We believe that our children/young people should be cared for in a positive, non-discriminatory environment. On admission, each resident has a Placement Plan where behaviour constitutes a key issue the Placement Plan may incorporate a Behaviour Management Plan], Health Plan and Risk Assessment formulated for them which aims to develop the young person, keep him or her safe and foster a relationship based on equality, trust, equal value, dignity and respect.

Wherever possible Risk Assessments are formulated ahead of admission and reviewed as soon as possible thereafter. Where appropriate, plans are shared with the young person concerned. All plans are shared with, and ratified by, Case Managers

Osprey House seeks to provide a safe and accepting environment where issues of will be addressed and expression of feelings encouraged in a positive and appropriate manner. In line with Acorn Education and Care policy, the home aims to deal with issues and meet needs associated with:

- Education & Leisure
- Behavioural Issues
- Sex Education
- Family contact
- Skills/Emotional maturity
- Health, Hygiene and Self Care
- Child Protection Issues
- Interpersonal Skills & Socially acceptable behaviour
- Self Esteem/Confidence
- Eating Disorders, substance abuse, self-harm.

Key day-to-day living arrangements include:

- Main meals are taken together, in a family style atmosphere, and special dietary needs are catered for.
- Children/young people have their own bedroom key with lockable spaces for personal possessions.(unless deemed at Risk)
- Communal, as well as individual leisure/recreational activities are made available and actively encouraged.
- Osprey House is well equipped with a variety of therapeutic tools and equipment, e.g. games, DVDs, books, music, craft and other resources.

Whilst living at Osprey House all children/young people receive the following allowances:

- Pocket money & Phone money
- Clothing Money
- Personal allowances for activities/interests
- Birthday Money, Christmas

19a. Child/Young Person Participation and Involvement

At Osprey House children and Young people are encouraged and supported in self-expression. They are encouraged and helped to recognise their rights and responsibilities. In support of the above, children/young people are encouraged to participate in regular House Meetings. House Meetings are convened to encourage children to express their views and concerns and to celebrate things that they like or make them happy. Also, children are supported and encouraged to take part in the reviews of their Care, Placement and Risk Management Plans.

For children that struggle to participate to engage in group processes [although they will receive ongoing support and encouragement], regular one-to-one Key Work sessions allow them to feed into the Home's decision-making processes. Through whatever channel, Osprey House staff are encouraged, and expected, to elicit the views of our children and to ensure these are taken into account in the day to day running of the home.

20. Arrangements for Reviews

Internal Placement Review Arrangements

In consultation with the child, his or her social workers, and all significant others, a Placement Plan is formulated shortly after admission. Internal reviews are held monthly to ensure the Plan remains up to date and relevant. Also, the Plan is reviewed at all other case review meetings, most notably, LAC Statutory Reviews.

Who can attend an internal Placement Review?

- The child/young person.
- The Parents [unless they are prevented from doing so by any court orders or Safeguarding arrangements].
- The Independent Reviewing Officer / The young person's Social Worker.
- The young person's Key Worker.

- Teachers, Doctors, & Psychologists.
- Independent visitor, race advisor, interpreter and other family members.

External Care Plan Reviews

In addition to the arrangements at Osprey House for internal reviews, there are arrangements led by the child's social worker for external reviews. Typically, arrangements for external reviews will comprise:

- Core Group Meetings
- Statutory [Looked After Child] Reviews
- Inter-agency meetings

Staff at Osprey House will co-operate with, and support, all arrangements for external reviews. We will provide written reports in advance of all review meetings to aid and assist discussion and will provide meeting facilities when required to do so.

21. The Role and Responsibilities of Residential Childcare Workers [RCCWs]

Acorn Education and Care Residential Childcare Workers are responsible for providing, and promoting, the provision of various developmental aspects in the life of the child/young person, which includes their health, physical needs, emotional security, social experience, sleep, clothing, and diet. Furthermore, all Residential Childcare Workers, and supporting residential staff, will ensure that they:

- Develop, and sustain, a manner of living, which encourages within each child/young person a sense of stability, security, worth and responsibility.
- Positively promote and encourage awareness within each child of intellectual, religious, and cultural matters.
- Develop and maintain a sound professional and nurturing relationship with the child/young person, based on the principals of mutual respect, and regular/meaningful consultation. RCCW's will ensure that this principle is maintained even though there may be specific periods where the behaviour of the child/young person may be deemed as unacceptable.
- Promote and encourage the understanding, acceptance, and practice of acceptable forms of behaviour among ALL children/young people residing at the home.
- Develop an understanding of the individual needs of each child/young person, whilst encouraging the exchange of views and opinions between the staff and child/young person.

22. Family & Multi-Agency Liaison

Osprey House works with external agencies, bodies and establishments, in the spirit of partnership with a view to:

- Maintaining, supporting and actively encouraging regular and consistent contact with the child's/young person's family, friends, as well as significant others. This is achieved through telephone calls, letterbox, home visits in addition to visits to see the child/young person within Osprey House.
- Maintaining and encouraging regular access to, and contact with, the child's/young person's Social Worker, ensuring any issues, or concerns, can be discussed between the child/young person and his or her social worker.

- To actively promote co-operation and dialogue with relevant educational establishments through attendance at appropriate school functions, continuous discussions and dialogue regarding the needs of the child/young person. Particular attention is paid to the attendance levels. Also, staff will look to actively promote action plans to help the child/young person to overcome any specific educational difficulties they encounter.
- To develop and maintain links with venues for recreational, religious, cultural and social activities, particularly those within the locality of Thurcroft, ensuring a balanced and structured programme geared toward the ongoing development of the child/young person.
- To maintain regular contact and co-operation with other psychologists, psychiatrists, professional associations, and workers when it is appropriate. This will ensure that our core philosophy, which is that the welfare and support of the child is central to all aspects of related care policies, is maintained.
- Working collaborative with the council's MASTs to achieve the best outcomes for the children and young people in our care.

23. Opportunities for Leisure, Recreational & Social Activities

There are a wide range of leisure, recreational, and social activities that are available for the child/young people residing at Osprey House. The home is deliberately located in close proximity to key community resources. Our staff team ensures that every child/young person is encouraged to participate in communal and group activities of their choice.

All the home staff recognizes the benefit to young people of participation in leisure, recreational, and social activities and will, seek to ensure that residents have a range of activities and pursuits from which to choose. Notwithstanding the above, we recognize that a child/young person is entitled to time when they are doing nothing in particular.

Within the surrounding areas there are a number of leisure, recreational, and social activities available, including access to and use of fitness gyms, youth clubs, tennis, badminton, cinemas, football billiards/snooker, bowling, indoor cricket, fishing, ice skating .Rally Cars etc.

Each child/young person at Osprey House is involved in completing a weekly Personal Activity Planner that sets out the young person's 'plan' for the week ahead. This ensures that both children and staff are able to form a picture of the week ahead ensuring balance and variety.

24. Arrangements for Pursuing Cultural Identity and Religious Observance

In the interests of maintaining the balanced development of the child/young person and in keeping with Equality and Diversity good practice, all Acorn Education and Care staff ensures that every child/young person will be given the opportunity to uphold their cultural identity, and religious beliefs. All staff will be responsible for ensuring that opportunities for religious observance are understood, and respected, by themselves and other children within the home.

25. Anti-discrimination at Osprey House

Osprey House is a Child Centred home with its policy, procedural and practice framework designed to promote, in both philosophical and practical terms, the premise that the 'welfare of the child is paramount consideration' in any given care situation.

Our company name depicts our view that good, effective and appropriate comprehensive Care can serve to provide for the short or long-term Solutions necessary to block, reverse, prevent or stem those prohibitive and harmful factors that serve to interfere with the healthy and progressive development of our children. We believe that effective, well-planned care arrangements should serve as a Pathway to Independence. A soft landing to adulthood.

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We believe that happiness should not be a destination but rather, a journey. Children have the right to enjoy the journey through early life to independence, following a Pathway, underpinned by the following key principles:

All of our children deserve and should be afforded the opportunity to:

- Be as physically and mentally healthy and able as possible
- Enjoy maximum benefit and levels of attainment through good-quality and appropriate educational and developmental opportunities.
- Live in an environment that assures safety and protection from harm
- Feel loved, respected and valued. Be encouraged, guided, motivated and supported through a network of reliable, affectionate and safe relationships.
- Experience and enjoy emotional, mental and physical well-being.
- Feel empowered and enabled to become competent in self-care and everyday living.
- Be encouraged to believe in themselves, through the development and maintenance of positive self-esteem, confidence and respect.
- Have a secure and informed sense of identity, including cultural, racial and gender-based identity.
- Understand and enjoy a sense of community and citizenship through the development and use of good inter-personal skills and confidence in social settings and opportunities to play a part.
- To understand and enjoy rights and responsibilities and to be able to exercise effectively both principles, both in the care setting and in later life.

We firmly believe in our care philosophy, which impacts on and guides all areas of our service provision to every child/young person.

26. The meaning behind the name 'OSPREY HOUSE'

Why we chose the name for the home was the meaning of Osprey represents "Believe and you will achieve" and can get to great heights with little effort but more Respect for others and yourself.

Osprey is an Avery animal that has significance in this world as it always has something to teach us.

An Osprey represents Guidance, Support, Structure and be ready to take advice. It can also represent mutual respect of boundaries.

The name of the home derived from our young people and the staff in our Sheffield Homes.

APPENDIX A

NAME	POSITION	QUALIFICATIONS	EXPERIENCE
Kristopher Noble	Registered Manager	Level 3 in Residential Care Level 5 Leadership and Management and Residential Care	I have worked within residential care since 2012, working in a range of positions supporting young people with complex needs and challenging behaviour, I'm also a parent myself of 2 girls.
Collette Whittaker	Deputy Manager	Level 5 Leadership and Management	I have worked within residential care since 2014 at a sister home in Sheffield, where I progressed to the Deputy Manager role. Prior to this I worked within the outdoor activity sector within

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			management roles at Kingswood.
Molly Reeve	RCCW	Level 3	I have worked in residential childcare for over four years. I have completed both a level 2 and 3 in working with children and young people. Prior to working in residential childcare, I worked at an after school club and also volunteered in a nursery.
Rebecca Brookes	Senior RCCW	Level 3 diploma	Rebecca came from a customer service background whilst also raising her 5 children, 2 of which have additional needs and display challenging behaviour, this gave Rebecca a passion to have a career in social care once her children grew up. Rebecca began her career at our sister home in Sheffield and has vast experience in supporting the needs of a number of young people with varying needs, Rebecca fully enjoys her role.
Lauren Short	RCCW	Working towards level 3	I have worked in a caring role for many years and have completed a level 2 in Health and Social Care. I thoroughly my role at Osprey House and I am looking forward to completing the level 3 qualification and progressing in my career.
Kelly McKenzie	RCCW	BA (Hons) Working with Children and Families	I have worked in residential childcare since 2017 and thoroughly enjoy my role. I have a BA Honours in working with children, young people and families.
Sophie Gelling	RCCW	Working towards level 3	Sophie has working in adult care briefly but has mainly come from a retail background. Sophie is passionate about supporting children and is eager to attain her level 3 award.
Kimberley Gee	RCCW	Working towards level 3	This is Kimberley's first job in residential care, she thoroughly enjoys here role Kimberley holds a level 2 in health and social care and is looking forward to gaining her level 3 with us.
Laura Tanser	Senior RCCW	Working towards level 3	I have worked within residential care since 2019, I

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			am passionate about working with young people and have experience working as a teaching assistant in primary schools and with children with behavioural needs in early years services.
David Clifford	RCCW	Level 3 Diploma	I have worked for social care for 36 years, with 30 of those years in children's services. I have worked within a variety of settings including Children's homes, fostering services, Child protection and EDT and youth offending. I am level 3 qualified and have also completed training on Child safeguarding and safer handling of medication. I'm also a professional photographer having run my own business for over 6 years.
George Jenkinson	RCCW	Working towards level 3	I began my career in residential care in 2020. I have a background in working with young people in a variety of setting including outdoor education and personal training with young people.
Nicole Meadows	RCCW	Working towards level 3	Nicole previously worked within retail, she has a passion to help others and enjoys her new role here at Osprey house. Nicole is looking forward to completing her Level 3 diploma.
Samantha Stanley	RCCW	In probation	Sam has previously supported adults with learning difficulties and mental health / Autism she has done this for 7 and a half years. Sam has made the change to children's services and is enjoying this challenge supporting the young people through their everyday lives.
Donna Lang	RCCW	In probation	Donna has worked in various role within health and social care, from dementia, Autism to mental health support. Donna enjoys baking, Cooking and any type of crafting. Donna

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			like going for walks and enjoys spending time with her new puppy.
Rebecca Matthewman	RCCW	In probation	Rebecca has worked in Health and social care for 4 years, this has been in dementia care and supporting adults with mental health needs. Job satisfaction is important to Rebecca.
Charlotte Baugh	Relief RCCW	In probation	Charlotte has worked within health and social care for the last 4 years, this has mainly within adult care, dementia and learning difficulties. Having a career in childcare is charlotte's goal.