

cascade



Banks House Children's Home Statement of Purpose.

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Contents

1. Who Uses Our Service	2
2. Ethos, Aims and Objectives.	2
3. About our Home.	2
4. Supporting Cultural, Linguistic, Religious, Creative and Physical needs.	6
5. Enjoyment and achievement.	7
6. Education.	8
7. Children's Health.	9
8. Young persons Therapeutic Care.	10
9. Leadership and Management.	11
10. Admission Criteria.	19
11. Contact Arrangements.	22
12. Complaints Procedure.	23
13. Access to Child Protection Policies.	24
14. Consulting About Quality of Care.	25
15. Children's Rights and Anti Discriminatory Practice.	27
16. Protection of Children.	28
17. Behaviour Support and Management.	29

1. Introduction

Banks House Children's Home is part of Cascade Care and is registered with Ofsted to provide care and accommodation for up to six children and young people with learning difficulties and or Autism. Banks House is located in Costessey, just outside Norwich.

Cascade Care believes that all vulnerable people should receive safe, appropriate, high-quality care with the emphasis on health, education, community and a first-class living environment. Banks House provides 52 week, long term placements to prepare young people for foster care, independent living or to transition to a post eighteen Cascade Care CQC home. There is no prescriptive journey as we believe in personalised care and education for all.

Cascade are able to support young people with a diagnosis of the following:

- Learning disabilities
- Autism

2. Ethos, Aims and Objectives.

At Cascade we stand for Care Achieve Safe Consistent Active Diverse Enjoy. Our ethos encourages providing individually tailored care and 24-hour learning approaches to enriching and improving young people's quality of life. We do this on a planned year-round basis providing care that will help young people within our homes to develop both social and life skills that will enable them to live safely and productively in the community.

In order to achieve this we aim to:

- Provide a safe and psychologically secure environment offering structure and consistency of boundaries to young people, coupled with a homely living environment
- Listen to young people and encourage them to be involved in all aspects of their care.
- Provide an open and honest learning environment for young people and staff allied to promoting and encouraging respect for each other and promoting positive relationships with adults.
- Work with education providers both within Cascade and externally to help young people to achieve ambitious but achievable goals.
- Individually tailored care, ensuring that the collaboration practices between care and therapy staff provide the young people with consistency and security.
- Focus on a young person's strengths and use these as a basis to create achievable targets that address difficulties.
- Safeguard young people and take a proportionate approach to risk that minimises the risk of harm but also allows them to experience positive growth and development.
- Support young people to develop an understanding of the meaning, significance and consequences of their behaviour, thereby opening up the possibility of change.
- Promote good communication and effective working relationships between relevant parties that keep young people at the centre of all care planning and reviews.

- To work with young people, in order for them to be able to identify what is a safe and appropriate relationship, to then be able;
 - to provide realistic expectations of behaviour and sensitive measures of control.
 - to provide a homely living environment for young people.
- Develop the young people's communication skills through use of pecs, now and next boards, schedule strips, electronic communication devices, makaton or verbally

3. About our Home.



Facilities and Services.

Banks House is located West of Norwich City Centre in Costessey, it has good access to the A11. The home is within easy access of a wide range of facilities, including a Post Office, Newsagents and a GP Surgery. All recreational amenities, shops and attractions of the City of Norwich are within easy reach.

Banks House is a large, beautiful and purpose built home, set in the heart of the Costessey Community. The home offers children and young people the opportunity to play safely without leaving the premises. Banks House also has good access to local walks, parks, leisure clubs, schools, churches and other religious denominations.

The home interior has been carefully planned so as to give privacy but also enable young people to experience a safe and homely environment. The decor, furniture and accessories in the home have been chosen to provide a warm and welcoming environment.

Each young person has their own lockable bedroom allowing for both privacy and security. Bedrooms are fully furnished and have en-suite bathrooms to allow the young person to relax and study privately should they wish. Young people are encouraged and supported to personalise and maintain their own rooms. For safety reasons, staff can gain access to bedrooms and bathrooms if necessary. Where possible they will always seek permission from the young person prior to entering.

Overnight, depending on risk assessments and/or the number of young people resident, either one or two residential staff are on sleep or waking night duty. Staff have separate sleeping arrangements if sleep in staff is required. A waking night will be employed to work every night based on the risk levels of the particular young people accommodated.

The property provides the following Facilities:



Ground Floor

Kitchen

1-1 Kitchen

Dining area

Lounge area

Staff office

Sensory room

Utility room

Hydrotherapy bathroom

Learning Centre (Registered School)
Staff toilet

The ground floor of Banks House provides a homely and welcoming environment for the children and young people. There is a spacious kitchen with a dining area and doors to an enclosed, safe garden. The kitchen also leads to the school rooms, where children can be educated onsite, we have an additional learning space away from the home, which is more suitable for some young people not wanting to learn within the home. This is a five minute drive from Banks House. There is a small 1-1 kitchen area that children and young people can use to learn cooking skills away from the main kitchen area. A bespoke utility room provides plenty of space for washing to be completed and cleaning products to be stored. There are several separate areas for children and young people to use so that they are able to have time with other young people or use quieter areas. These include the lounge, the snug and the sensory room. In addition, the downstairs has the staff office, staff toilet and the hydrotherapy bathroom.



First floor

6 Bedrooms/ensuite

Utilities

Mains Gas

Mains Electric

Mains Water

Fire Detection System

4. Supporting Cultural, Linguistic, Religious, Creative and Physical needs.

We consider the cultural, religious and spiritual needs of young people as being central to their identity and welfare and are proactive in supporting them to fulfil these. We support young people to explore their religion and culture and work towards increasing young people's understanding and acceptance of different faiths.

At the time the young person is admitted to Banks House, their care team will talk to them and their family if possible to identify areas of need in relation to culture, language and religious observance. Where needs are identified they will become an intrinsic part of the young person's care plan/placement plan. Specific attention will be paid to the young person's communication needs, particularly if the young person is non-verbal. Banks house will work with the social worker and specialist community teams such as speech and language therapists to meet these needs.

Wherever practicable we would support a young person to attend a service, or receive instruction in the faith to which they belong. We will do our utmost to provide for dietary requirements related to an individual's religion and would encourage dress that reflected their beliefs.

5. Enjoyment and achievement.

We acknowledge the importance of sport in developing an appropriate level of competition, teamwork, physical and mental health and so actively promote participation in a range of sporting activities. There is a range of leisure and swimming centres in this area, and in addition youth football, rugby, netball, hockey and cricket clubs.

We also understand the importance of peer relationships during adolescence and that belonging to groups can help a young person find their own identity. There are local drama, music clubs and specialised LD clubs within the local area that we encourage young people to integrate with.

Within the home, staff offer a range of planned and structured and unstructured activities including arts and crafts, computer games and consoles, board and card games. The large garden allows for independent and supported play in a safe environment, which also includes a trampoline, swing, football goal and sensory walks.

All young people have individual activity planners, which incorporate their hobbies and interests. We encourage the young people to explore new activities as well as develop current interests. This develops their confidence and social skills, both within the house and in the community.

We are aware that some activities require qualified instructors or leaders for safety and insurance purposes. Activities involving perceived risk will be carefully checked and a risk assessment will be completed where necessary before they are undertaken. A parent or carers signed permission will be gained before a young person becomes involved in high-risk recreational activities.



6. Education.

We place great emphasis on 24-hour learning and supporting young people to achieve in this vitally important area. Young people coming to Banks House may have had a disrupted educational history or been in specialist education. Banks House will encourage its young people to attend school in the local community or at Banks House School on and off site. If the young person has an EHCP in place, members of the young persons' key team and home management will attend these meetings. Banks House has close working relationships with schools and the young persons' teachers to ensure consistency of care.

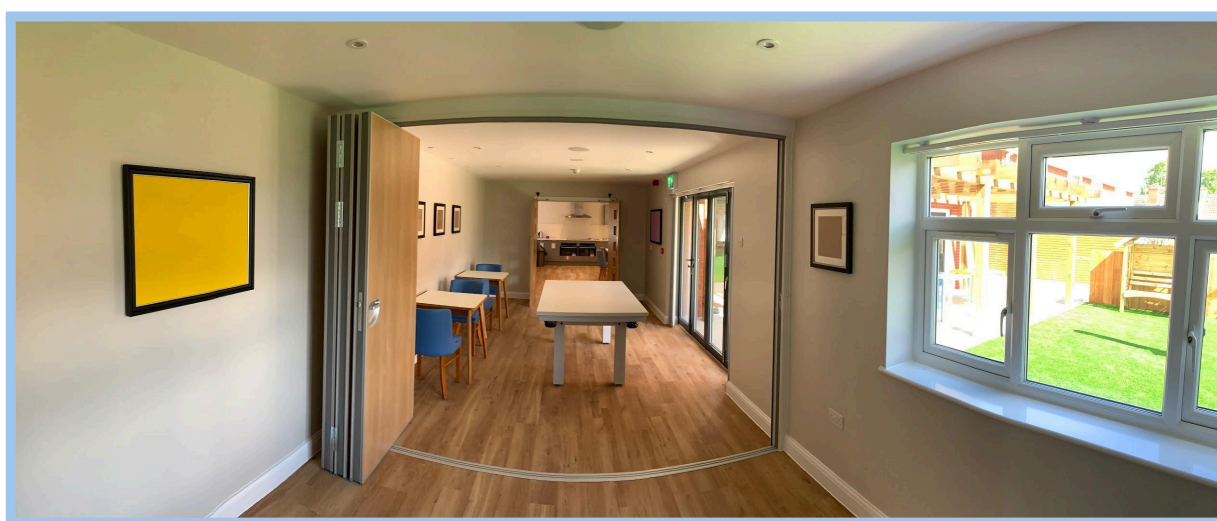
At Banks House, we actively encourage young people to experience a variety of activities and pursue different interests. We support them to develop existing and new hobbies. Young people work specifically on the Personal and Social Development (PSD) qualifications which offer imaginative ways of supporting young people in:

- becoming confident individuals who are physically, emotionally and socially healthy
- being responsible citizens who make a positive contribution to society and embrace change
- managing risk together with their own wellbeing

as well as introducing them to new activities and personal challenges.

Other programmes of learning

At Banks House School, young people are encouraged to be as independent as possible. Young people enjoy exploring the outdoors with learning being delivered in woodlands and on walks. We deliver a sensory and active curriculum, tailored to the needs and interests of young people, such as horse riding, gymnastics, outdoor adventurous activities, swimming and walks.



7. Children's Health.

When young people come to live at Banks House we request that they have a medical check-up. Young people are registered with and encouraged to attend a local GP, Dentist and Optician who will deal with both routine and emergency treatments. Each young person will receive a

- 6-monthly dental checks
- Annual eye tests
- Annual statutory medical assessments

Consultation with a Doctor remains confidential. Where needed the young people are accompanied when paying a visit to the Doctor, Dentist, or other health care appointment but where it is appropriate, they are supported to make and attend appointments independently.

We actively promote healthy living at Banks House which is led by Bea Lindsay who is the Physical Health and Well-being Manager for the Cascade group. We support young people to remain healthy through the provision of support including a specific focus on eating well and exercising regularly. Cascade has a clear ethos around health and well-being with a written document available on request.

We monitor and record details related to the overall health and wellbeing of each young person and are mindful of the following:

- Health history (past illness, operations, vaccinations, immunisations, allergies, developmental milestones, prescribed medications.)
- Diet including cooking and menu planning.
- Exercise and keeping fit.
- Dental care
- Optical care
- Sexual health
- Side effects of any medication

8. Young persons Therapeutic Care.

Complementing our commitment to ensuring the health and safety of young people in our care is our belief in the effectiveness of therapeutic input as part of providing the best overall treatment for each child. In providing a holistic therapeutic environment, we place the child at the centre of our thinking and equip the team with the ability to offer a safe, quiet and uninterrupted space.

During the first six weeks of placement, our Management Team will contact the young persons' school and social worker to discuss ways of working together and to gain mutual understanding of the child and his/her case. Within this six week settling in period there will be a care team meeting with the Key Team to enable the care team to express how the child is settling into the home and to share any concerns.



9. Leadership and Management.

Registered provider	The Responsible individual	The Registered manager
Cascade (Banks House) Limited <i>Registered office:</i> Unit 2, Therm Road Hull, HU8 7BF	Mr Peter Stillings. Kirkham House, 5 Whiffler Road, Norwich, Norfolk, NR3 2AL	Helen Baker Banks House, 55A Norwich Road, Norwich, Norfolk, NR5 0EQ

Qualifications and Experience of the Responsible individual

Experience: qualifications include a business and retail management degree (2:1) attained at Loughborough University (2006) and a Mental Health nursing degree (2:1) attained at the University of East Anglia (2009). During my 5 years of employment as a mental health nurse working predominantly in low and medium secure environments, I have developed the skills and experience required to manage the regulated activities that will be practised at Cascade homes.

I have developed excellent people skills having worked with and cared for people of all ages and backgrounds. I am particularly mindful of issues relating to equality and diversity and feel this allows me to practice in a non-judgemental and caring way at all times.

Throughout my career, I have developed my communication skills continuously. It has been necessary to adapt these skills as my career has progressed from staff nurse to a senior nurse where a more managerial method of communication is necessary. Communication with residents and young people has always been my main priority however and I continue to develop this on a daily basis throughout all areas of my practice.

I have always worked in a team environment and feel this is where I thrive. I have been involved in the development of new services where teams are formed and nurtured and feel these experiences have taught me the true value of teamwork in delivering outstanding care to residents and young people. In particular, working with other professionals as part of a multidisciplinary team has contributed to my development and is something I wish to continue with Cascade (Banks House). I feel my ability to work calmly and methodically even in stressful and emotionally challenging environments has developed over time. I have found teamwork to be of particular value in these situations and will endeavour to transfer these experiences over to Cascade (Banks House)

Working in a residential care home whilst doing my nurse training has also equipped me with the additional practical skills needed to provide outstanding care in a community setting. I was responsible for assisting service users with personal care and always aimed to maintain their dignity at all times. These experiences and skills were built during a nursing placement at an elderly female inpatient ward during my nurse training.

Practising in a managerial role whilst in the NHS has taught me the value of investing in staff. Staff development through training, supervision and regular appraisals will be the bedrock of Cascade (Banks House) philosophy of staff development which in turn will deliver an outstanding service to the young people at Cascade (Banks House)

Qualifications and Experience of the Registered Manager

Helen Baker is the Banks House manager and has been in post since October 2020. Prior to working at Banks House, she had three years of experience as a Registered Manager in a home for 8 young people with Social, Emotional and Mental Health Difficulties.

Before becoming a Registered Manager in my previous setting, I had worked there for 12 years and had worked in all roles in the home. There I gained experience working with a range of complex needs including autism, oppositional defiance disorder, pathological demand avoidance, post-traumatic stress disorder, global development delay among other diagnosis. When working with such a range of complex young people, I always looked at the child and not their diagnosis to create the best possible care package for them.

I have a BA (Hons) from the University of East Anglia (2000) a Level 5 Diploma in Health and Social Care, Children and Young People (2013) and a Level 5 Diploma in Trauma-Informed Schools, which gives me Trauma-Informed Practitioner status.

When I left University, I worked as a teacher of woodwind, singing, music theatre and the theory of music, gaining both associate (2000) and licentiate (2004) teaching diplomas from the London College of Music. I also provided music and movement groups for children with special needs.

I am passionate about the care and education of children and young people and believe that all people have a talent or skill that can be unlocked. It is the role of the adults working with them to discover this.

Staff Information

Banks House places great importance on recruiting and retaining high calibre staff that possess appropriate qualifications and experience. We aim to appoint a staff team of mixed ages, gender and ethnicity, that individually and collectively present a positive role model for young people in our care. At all times we will have the appropriate number of staff on duty with the necessary experience and ability to meet the needs of our young people.

Staff supervision and Training

We fully recognise that our staff team forms the essential strength of our service and we are committed to supporting individual growth and development for our employees.

Supervision

All staff, whether full or part time receive monthly supervision where a supervision template is used. This includes;

- Any Changes to DBS or Driving License
- Induction
- Review of Previous Supervision Goals
- Wellbeing and Worries
- Individual Children
- Performance in Your Role
- Personal Development and Training Needs
- Comments or Discussions
- Scenario Based Knowledge Check
- Agreed Action Plan

Supervisions are delivered by a member of the management team and the location is private and the choice of the supervisee. Staff members are encouraged to bring their own agenda to the meeting. Supervisions can be used to address specific concerns, however this is done in a solution focused way and is always a supportive measure. Within supervisions, training needs can be identified and requested by team members if they have a specific area of interest.

Regular staff meetings facilitate sharing of information, developing skills and learning retrospectively from issues and incidents. Key issues in the implementation of each young person's care plan are discussed by the whole staff team at such meetings. Staff meetings are also used as training opportunities where we not only deliver internal training but welcome colleagues from external agencies to provide specialist training.

Training

All staff at Banks House complete a comprehensive induction and mandatory training package and thereafter receive an annual appraisal, regular supervision and additional training opportunities.

Mandatory Training Includes

Before a member of staff starts at Banks House they complete the following mandatory training; Safeguarding Children, Safeguarding Adults, First Aid, Fire Safety, Food Hygiene, GDPR Stage 1, Health and Safety, Infection Control and Lone working. During their induction they complete the following training; Induction booklet, Behaviours that Challenge, Diabetes Awareness, Equality and Diversity, Medication, DOL's & MCA, Moving and Handling, Prevent, Risk assessment, LGBT, Epilepsy, Personal Care, Professional Boundaries, Dignity in Care, Nutrition and Hydration, Communication, Oral Health, Person Centred Care, PBS, Recording and Reporting, Atlas Emar, Safeguarding Children Advanced and Internet Safety. Our Face to Face training courses

included; Team Teach, Team Teach Advance, Fire Marshall, Emergency First Aid, Diabetes, Autism, Epilepsy, Medication classroom, Safeguarding Adults, RSHE, Oral Health and Communication.

On completion of mandatory training staff are required to complete the Care Certificate if they are new to care and do not hold a level 2 or 3 diploma in health and social care.

All staff are enrolled on a Level 3 Diploma in Health and Social Care with Children and Young people depending on their position in the company but only after completion of induction training and successfully completing their probationary period. This qualification must be achieved within two years of working in residential care as per Ofsted regulations.

The home also accesses specialist training to ensure that staff are able to meet the needs of young people living at Banks House, this includes:

- Autism awareness (with Sue Fowler - Registered Manager, Styles House)
- Team teach (Delivered externally, internal refresher sessions delivered by Helen Baker)
- Outcome star training (with Simone Garland RMN train the trainer qualified)
- Safer recruitment training (Managers only)
- Diabetes (Delivered Externally)
- Communication Training (With Sue Fowler - Registered Manager, Styles House)

Staff Training and Experience

Name	Start Date	Position	Experience	Professional Qualifications	Date
Peter Stillings	2016	Operations Director & Responsible Individual	15 years - Registered mental health nurse 2 years - Registered manager Cascade (Charlton House)	BSc(Hons) Business management	2006
				BSc(Hons) Mental health nurse	2009
				Designated safeguarding lead Level 3 in children and Adults	2024
					2019
					2021
Sarah Durrell	2018	Group Homes Manager	18 years - Registered Mental Health Nurse within Norfolk and Suffolk NHS Foundation Trust. Working in acute and secure in-patient settings. Roles included; Staff Nurse, Senior Staff Nurse, Charge Nurse and Site Bleep Holder.	DipHE Mental Health Nursing - UEA	2006
				Designated safeguarding lead Level 3 in children and Adults	2023
				Designated Safeguarding Lead -	
Helen Baker	2020	Registered Manager	3 years - Registered Manager (Banks House) 3 years - Registered Manager (Previous home) 5 years - Deputy Care Manager 6 years - Keyworker	DDP Level One	2021
				Designated Safeguarding Lead	2023
				Level 5 Trauma-Informed Schools Practitioner.	2020
				Team Teach Intermediate Instructor	2017

			<p>1 year - Care worker</p> <p>5 years - Peripatetic Music Teacher</p> <p>2 years - group leader (music and movement)</p>	<p>Level 5 in Leadership and Management H&SC, CYP</p> <p>Level 3 NVQ, H&SC, CYP</p> <p>Licentiate of the London College of Music Teaching Diploma</p> <p>BA (Hons)</p> <p>Associate of the London College of Music Teaching Diploma</p>	<p>2014</p> <p>2008</p> <p>2004</p> <p>2000</p> <p>2000</p>
Sarah Barrett	2021	Deputy Manager	<p>6 Months Mental Health Support Worker</p> <p>9 Months Support Worker</p> <p>2 Years Team Leader</p> <p>5 Months Deputy Manager</p> <p>8 Months House Manager</p> <p>2 Years Deputy Manager (Banks House)</p>	<p>Level 3 Residential Childcare</p> <p>Safeguarding Children</p> <p>Leadership And Management Course</p> <p>DSL training</p> <p>Therapeutic Parenting</p> <p>Level 5 in Leadership and Management H&SC, CYP</p>	<p>2019</p> <p>2020</p> <p>2020</p> <p>2021</p> <p>2021</p> <p>2023</p>
Lucy Cutmore	2021	Trainee Deputy Manager	<p>1 year Supporting Elderly</p> <p>2 years Commercial Account Advisor</p> <p>Care Support Worker on appointment with progression to Lead Support Worker, then to Team Leader.</p>	<p>Care Certificate</p> <p>Level 3 NVQ, H&SC, CYP</p>	<p>2021</p> <p>2023</p>

Clare Oakley	2023	Deputy Manager	10 months Deputy Manager 18 months Volunteer Coordinator. 1 Year Support Manager 3 Years Senior Mentoring Coordinator 2 Years Mentoring Coordinator 3 Years Senior Support Worker 7 Years Support Worker 6 months Learning Support Worker	Level 3 NVQ, H&SC, CYP	2006
Hannah Lawn	2021	Team Leader	4 years working with adults with disabilities 6 months working at a camp for children Care Support Worker on appointment with progression to Lead Support Worker, then to Team Leader.	Care Certificate Level 3 NVQ, H&SC, CYP	2021 2023
Alysha Edmonds	2022	Team Leader	Care Support Worker on appointment, progression to Lead Support Worker, then Team Leader.	National Diploma in Health and Social Care Care Certificate Level 3 NVQ, H&SC, CYP	2020 2022 2023
Gabriel Letsa	2022	Lead Support Worker	2 years pharmacist 3 years pharmacy manager Care Support Worker on appointment, progression to Lead Support Worker	Ghana Pharmacy Professional Qualification Care Certificate	2019 2022
Sophie	2023	Lead Support	1 Year 111 Health Advisor	Care Certificate	2024

MacDonald		Worker	1 Year working with adults with learning difficulties. 1 Year Theatre Support Worker NNUH 2 Years Team Leader working with adults with learning difficulties. 3 Years Volunteer for Break Charity Care Support Worker on appointment, progression to Lead Support Worker		
Catarina Jalo	2023	Lead Support worker	9 Months Restaurant Front of House 6 Months Support Worker Care Support Worker on appointment, progression to Lead Support Worker	BTEC Health and Social Care, Level 3 Care Certificate	2020 2023
Skie Richardson	2023	Lead Support worker	2 months Support Worker 4 Years caring for a parent Care Support Worker on appointment, progression to Lead Support Worker	Care Certificate	2023
Emily Matthews	2023	Lead Support worker	2 Years Beautician Care Support Worker on appointment, progression to Lead Support Worker	Care Certificate	2023
Emma Gooch	2019	Care Support Worker	16 years Supporting Young People with Autism and Learning Disabilities.	Caring for Young People Level 3. Level 2 in Working With People Who Have	2006

				Learning Disabilities	2019
				Positive Behavior Management level 2.	2019
				.Safeguarding level 2 in Adults and Children.	2005
Toni Higgins	2020	Care Support Worker	7 years nursery assistant	BTEC National Diploma in Children's Care, learning and development	2009
				Care Certificate	2021
				Level 3 NVQ, H&SC, CYP	2023
Radoslaw Mrug	2021	Care Support Worker	1 year healthcare assistant nursing home	BA, Hotel management and catering	2011
				Care Certificate	2015
				Level 3 NVQ, H&SC, CYP	2023
Munachiso Adinma	2021	Care Support Worker	6 years supporting adults in various roles	BSC in Economics	2012
				Masters in Economics	2015
				Care Certificate	2020
				Level 3 NVQ, H&SC, CYP	2023
Rebecca Davis	2021	Support Worker	13 years as Registered Childminder	NVQ Level 3 in Childcare, Learning and Development	2007
			1 Year Care Assistant	Level 2 on Managing difficult behaviours in children	2021
			Lead Support Worker on appointment, progression to Team Leader, moved to Support Worker (Bank) as moved on to a new role, but		

			wanted to stay within the company.		
Ana Portugal	2022	Care Support Worker	5 Years 3 Months Nursery Assistant 2 Years Teaching Assistant 2 Years Support Worker	Degree in Education PG certificate childhood studies and youth Care Certificate	2012 2019 2022
Bek Slater	2022	Care Support Worker	1 Year PE Apprentice	Level 3 Sports Diploma BTEC Level 2 Coaching Safeguarding Children Care Certificate	2021 2022 2022 2023
Oluwaremilekun Olaifa	2022	Care Support Worker	16 Years Subject Teacher 7 Years Youth Leader	BSC Accounting MSC Accounting Care Certificate	2019 2021 2023
James O'neill	2023	Care Support Worker	5 Years Various Construction Roles	Care Certificate	2024
Diana Zamfir	2023	Care Support Worker	18 Months Office Administrator 3 Years Save the Children	Baccalaureate Diploma in Bio Chemistry Care Certificate	2021 2024
Kyle Gill	2023	Care Support Worker	18 Months Volunteer in a SEN School	Level 3 Creative Media	2021
Beeda Tarkpessi	2023	Care Support Worker	2 Years Palliative Carer	Business, Film and Philosophy A Level's	2021
David Afolabi	2023	Care Support	17 Years Doctor	Doctor	2003

		Worker			
Adebayo Babalola	2023	Care Support Worker	9 Years Various Finance Roles	Bachelor of forestry and wildlife management Special executive masters degree programme	2009 2018
Oluwole Dada	2023	Care Support Worker	1 Year working with adults with autism and learning disabilities	Care Certificate BSC Physics	2023 2008
Kolade Awe	2023	Care Support Worker	1 Year Teacher 5 Years Store Manager 3 Years Caring for a Family Member	Care Certificate BSC Sociology MSC Sociology	2023 2013 2016
Tendai Matridge	2023	Care Support Worker	1 Year Supported Living 18 Years Teacher	Care Certificate Bachelor of Commerce, Marketing Management Diploma in Education	2023 2014 2003
Anna Dahlin	2024	Care Support Worker	4 Years as a Nanny and Tutor	High School Diploma	2022

10. Admission Criteria.

Admission Process

All admissions including same day placements are currently made via the Registered manager and/or the Operations Director (Peter Stillings). We ask Local Authorities to provide detailed paperwork (Placement Plans) before we consider each placement. We ask for the following information about each young person.

- Presenting concerns and other significant behaviours
- Social work and education reports
- Results of any mental health assessments
- Family background
- Details of any supervision orders / court orders

An impact risk assessment is carried out as a means of highlighting the risk posed to those young people already in placement, the young person being referred and the community. All young people residing in the home will be consulted prior to any new admission and their views will be valued and listened to. This consultation is recorded. The registered manager with support from the deputy manager or the operations director would then conduct a visit to meet the young person. From this first contact the Cascade ***'Person centred plan booklet'*** will be used to gather information and ensure the needs and preferences of the young person are central to the planning and delivery of care.

Admission

On the day of admission we require the following paperwork, (Placement Plans) which must be signed by the placing authority and those with parental responsibility.

- Completed LAC Paperwork with new address
- Authority to accommodate
- Medical consent
- Full risk assessment

We conduct a recorded admission meeting within the first 72 hours of a placement. At this point we ensure the following paperwork has been completed and signed by all those required to do so. The documents are then kept on file.

- Family contact arrangements and details
- Medical history and requirements
- Education history IEP/PEP
- Social worker contact arrangements
- Placement plans
- Risk assessments

Planned Admission

We expect young people wherever possible to be involved in the placement planning process so they are able to take some ownership for their move to Banks House. Ideally all young people would visit us with the appropriate guardians prior to admission, as a means of integration into the home.

Each young person will be assigned a key worker. Relevant information about the young person will also be shared with group managers, including;

- **Helen Vanson** - Physical health and wellbeing manager
- **Simone Garland** - Community and social engagement lead
- **Dawn Wale** - Head of School (when attending Banks House School).

The role of the group managers is to liaise with the home manager and their families/carers if necessary to ensure that the young person's needs relating to physical health and wellbeing, social inclusion and education can be planned for and met.

If possible, arrangements will be made for the young person to visit Banks house, ideally for a few hours to meet staff and have a look at our home. We then organise an overnight stay and work towards agreeing a date of admission. During these visits the home will start to identify a key worker for the young person. We do not allocate a key worker for a least a few days and not before we have consulted with the young person as this needs to reflect their personal choices and preferences where possible. All young people, except emergency referrals, will visit before their admission. It is essential that an admission meeting takes place within the first 72 hours of a placement.

Emergency Placements / Same day Placements

Banks House will consider emergency placements. These will be thoroughly assessed for any risks posed to those young people already in placement, the young person being referred and the wider community.

Following an emergency placement, a review takes place within 72 hours to consider whether the young person should remain in the home or if it is in their interests, or the best interests of other young people, for the child to move to a different placement.

Assessment Period

Young people admitted on a same day/emergency basis are placed on a short term plan initially, to allow for a comprehensive integrated assessment to be completed. This assessment involves care, education, therapy and input from other agencies and professionals involved. The young person's views, wishes and feelings will be recorded along with those of significant others.

The assessment will be used to inform a comprehensive risk assessment and a long term behaviour management strategy. The assessment will also identify whether it is in the young person's best interest to remain in the home on a long term placement. If it is felt that Banks House cannot meet the needs of the young person, the local authority will be asked to seek a suitable alternative.

11. Contact Arrangements.

The staff team at Banks House will support young people to maintain quality contact with family, friends and other people who play a significant role in their lives. Staff will work with local authorities to plan, review and implement appropriate links and this will be documented in an agreed contact plan with the young person's placing authority.

Decisions about contact will feature on the agenda of staff meetings and in statutory review meetings such as LAC reviews. Young people will be involved in these decisions and will be able to express their views and wishes. Staff will do all they can to meet requests about the contact. They will explain any contact restrictions arising as a result of safeguarding concerns and the necessity to keep a young person safe.

Contact between young people and their families may take various forms. Access to a telephone and writing materials form the normal day to day contact. The young people have access to a house telephone to maintain verbal contact with family and friends. If appropriate young people and families will be encouraged to use technology to video call. Visits by family are set at the level discussed and agreed at statutory review meetings. Special occasions, such as Birthdays and Christmas are celebrated and it is hoped that family members will be able to visit and take part.

Transport is available to take young people to contact that is away from the home. Any contact is supervised at the level agreed in the contact plan with observation reports completed and shared as needed.

12. Complaints Procedure.

Young people living at Banks House are made aware of how to make a complaint (via the **Children's guide**) if they are unhappy with any aspect of living in the home, and what the procedure entails. They are made to feel able to make a complaint and are supported throughout the process. Any complaint is addressed seriously and without delay and the complainant kept informed of the progress.

Banks House has a comprehensive complaints procedure. The complaints policy is available in the office and is accessible by all staff. Families may also have access to this procedure should they wish to raise a concern or complaint.

13. Access to Child Protection Policies.

At Banks House we are committed to providing a residential environment where young people can live safely, without fear of abuse, intimidation, oppression or threat from anyone. Staff will challenge bullying or any activity intended to hurt, harm or offend another. They will closely supervise young people and act swiftly to safeguard them. The welfare of young people living with us is paramount. All staff are clear about their role in relation to safeguarding and what action they are to take and procedures they are to follow to protect any young person who is at risk.

Safeguarding procedures are detailed in our policy and procedures which can be accessed online and are available on request to those not employed in the home.

Banks House is committed to living and working in an environment that encourages positive growth through a respectful approach. Abuse can constitute physical, emotional, sexual and neglect and where there was evidence to suggest that abuse had occurred we would:

- Work within Norfolk child protection procedures that will inform our actions
- Support the victim of abuse to resolve their experiences
- Support any witnesses of the abuse to increase their understanding of to prevent abuse in the future
- When appropriate, support the perpetrator of the abuse to understand and change their behaviours

14. Consulting About Quality of Care.

We encourage young people to take an active part in making decisions that affect their lives. Consultation with young people is viewed as an essential part of their care and development, and takes numerous forms: planning, Young People's meetings, involvement in Care Planning and Statutory Reviews, visits to the Home from the advocacy/Independent visitor service, Regulation 44 visits and inspections carried out by OFSTED.

Young People's Meetings

These take place on a weekly basis and their purpose is to encourage and support young people to speak out and listen. Young people can express their views and be involved in decisions about living at Banks House. They are also encouraged to express their views about day to day running of the home. They are offered opportunities to choose food and leisure activities. Meetings are conducted in a manner appropriate for the individual and will usually be with the young person's keyworker or a nominated individual.

STAR Review Meetings

Banks House is licensed to use the 'Outcomes star' which is a "evidence-based tool designed to support positive change and greater wellbeing, with scales presented in a star shape and measured on a clearly defined 'Journey of Change'". Banks House predominantly uses two stars which have been selected as being best fit for the young people at Banks House. These are 'The Education Star' for those who are also students at Banks House School and the review is completed collaboratively with the student's teacher. The Shooting Star is used for young people who are not students at Banks House School.

The Outcome Star allows the service and the young person to identify areas in which they may require support and assistance. Completing the star will inform the young person's **Star Support Plan**. Young people will be supported to complete the Spectrum Star Chart with their key worker and choose a score for each of the areas above. Evidence of progression can then be presented at the young person's review meetings (i.e. LAC reviews).

Statutory Reviews

Young people are involved in the discussion and formulation of their own Star support plan and are helped to understand their content and outcomes. Young people are encouraged to attend all reviews. Families are consulted and involved in key decisions as appropriate.

OFSTED Inspections

OFSTED inspects Banks House annually. Each month the home is visited by an Independent Regulation 44 visitor, the report is sent to Ofsted and the young people's social workers. Banks House has an in-house Compliance Team who will also inspect the home on an annual basis. At every visit young people are given the opportunity to talk privately to the visiting adult.

15. Children's Rights and Anti Discriminatory Practice.

We believe that all young people, whatever their background, ethnicity or gender have the right to be treated fairly, equally and with respect. We encourage all young people to value themselves and others and to respect property.

All young people living at Banks House have the right to live their lives free from abuse, fear and oppression and to experience safety and security. They have the right to be heard and they will be listened to via;

- 1:1 meetings
- Young people's meetings
- Complaints procedure

At Banks House young people can expect to enter an environment where they can look forward to good and positive experiences that will lay a foundation for future development and progression.

16. Protection of Children.

Any person, body or organisation involved in the care or protection of the child can access the home's child protection policy by asking the registered or deputy manager for a copy of this policy.

First and foremost we have a duty to protect the young people in our care. We are committed to providing a residential environment where young people can live safely, without fear of abuse, intimidation, oppression or threat from anyone. Staff will challenge bullying or any activity intended to hurt, harm or offend another. They will closely supervise young people and act swiftly to safeguard them.

Safeguarding

All staff are clear about their role in relation to safeguarding and what actions and procedures they are to follow to protect any young person who is at risk. The correct procedures can be found in the Banks House Safeguarding Policy which all staff are familiar with. Safeguarding procedures are detailed in our policy and procedures which can be accessed in the homes office and are available on request to those not employed in the home.

Banks House is committed to living and working in an environment that encourages positive growth through a respectful approach. Abuse can constitute physical, emotional, sexual and neglect. Where there is evidence to suggest that abuse has occurred the safeguarding policy and procedures will be followed. This process will be led by the homes Registered manager or the deputy manager in his absence.

Bullying

We recognise the unhappiness and huge damage that can be caused by any form of bullying behaviour. Bullying will not be tolerated and it is discussed at every young person's meeting. It will always be challenged. Our opposition to bullying is underpinned by a clear company policy that is rigorously enforced.

Surveillance

Banks House does use CCTV, this monitors the outside of the property, all Local Authorities will give written permission before a Young Person is placed within Banks House. There are internet and email facilities with the appropriate safeguards in place to protect information sent and received about young people, this will be monitored and recorded by our I.T Consultant.

17. Behaviour Support and Management.

Any person, body or organisation involved in the care or protection of the child can access the home's Positive Management of Behaviour Policy by asking the registered or deputy manager for a copy of this policy.

Background

An important aspect of caring for young people is establishing positive relationships and clear professional boundaries, helping to encourage the growth of trust, partnership and a sense of value, for both self and others. Our belief at Banks House is that young people excel when they feel valued, supported, respected and safe. There is also a clear expectation that people treat each other with respect. This is encouraged through a number of ways including incentives, direct work, young people's meetings and consistent application of behavioural boundaries.

Positive Reinforcement and Sanctions

Banks House will endeavour to create a setting that functions positively, making greater use of rewards and positive reinforcements, using sanctions only when absolutely necessary.

While we promote positive behaviours, we realise that young people will make mistakes and should be able to learn from these in order to develop and be ready to be a positive member within the community. However, there is a clear expectation that boundaries will be kept and if breached a series of measures are used to maintain them.

Banks House works on the premise of positive reinforcement, understanding that this will encourage and help each young person to gain a sense of confidence in their aspirations and ideas, it also helps to strengthen their self belief that they have something positive to offer to the world. Positive feedback is essential for personal growth and particularly in adolescence it is vital to help establish a good sense of identity. Without positive reinforcement we are likely to grow up without a good sense of self/identity. At times it may be felt appropriate to provide constructive feedback to a young person, this will always be delivered in a sensitive manner, helping to establish new ways of looking at a situation and broadening our views.

Sanctions or Consequences of Actions

Banks House has a clear policy about approved and non-approved sanctions and how they can be applied.

Staff are trained and use verbal de-escalation techniques as per Team Teach to manage any challenging behaviour. Restraint of a young person should only be used as a last resort in line with the home's Positive Management of Behaviour Policy and the young person's positive handling plan.

Restraint

Planning for Children

The assessment and planning process for all children in residential care must consider whether the child is likely to behave in ways which may place him/herself or others at risk of Injury or may cause damage to property. The impact of the child's arrival on the group of children/young people living in the home should also be considered.

If any risks exist, strategies should be agreed to prevent or reduce the risk. These Strategies may include Physical Intervention. Staff in the children's home should continually review any risk assessments.

Where Physical Intervention is likely to be necessary, for example, if it has been used in the recent past or there is an indication from a risk assessment that it may be necessary, the circumstances that give rise to such risks and the strategies for managing it should be outlined in the child's Placement Plan.

In developing the Placement Plan, consideration must be given to whether there are any medical conditions which mean particular techniques or methods of physical intervention should be avoided. If so, any health care professional currently involved with the child be consulted regarding appropriate strategies and this must be drawn to the attention of those working with or looking after the child and it must be stated in the Placement Plan. If in doubt, medical advice must be sought.

The Banks house Positive Management of Behaviour Policy details the following:

- Definition of Physical Interventions
- Who May Use Physical Interventions
- Staff Training - All staff are trained in Team Teach.
- Criteria for using Physical Intervention