

STATEMENT OF PURPOSE

Tilesheds Cottage

TILESHEDS URN: 2613661

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1. Range of needs for whom care is intended.

Tilesheds Children's Home is a detached cottage in a rural location and is registered with Ofsted to provide care and accommodation for up to two children. Care may be provided for children who suffer from emotional and/or behaviour difficulties (EBD). The range of needs for which care is intended is large however, a thorough impact risk assessment will be undertaken in the referral stage to ensure that we can meet an individual's needs. As Tilesheds is a very rural home, it is ideally suited for those.

- Who are subject to Child Sexual Exploitation (CSE) concerns
- That display self-harm behaviours.
- Needing high staff supervision
- Who go missing regularly
- Suffering from trauma
- That are victims or perpetrators of abuse.
- That require a solo provision.

Where a child is at risk of self-harm or suicide, the risk assessments and plans will always be produced through multi agency approaches that are approved by the senior management (Registered Manager)

2. Tilesheds ethos, our outcomes we seek to achieve and our approach.

We believe that children and young people benefit from living within a family, but that is not always possible and that living in a residential home can be an appropriate alternative for some young people. The purpose of our home is to help the children regain control of their lives. Tilesheds ethos is shared by all the staff team, we believe that children deserve to grow up in a home that supports them to thrive. We support them by providing a holistic, therapeutic caring environment that will be delivered to meet their emotional, physical, psychological, social needs and spiritual needs. Here is what some of our staff say about the care we provide.

"It shouldn't feel like they are in care".

"They shouldn't miss out just because they are looked after".

"Aspirations should be equal to that of our own children".

"It is easier to build strong children than to fix broken adults".

"When a flower doesn't bloom, you fix the environment in which it grows, not the flower".

"Children spell Love, T I M E" "spend twice as much time, and half as much money".

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Tilsheds ethos further directs the models of care we provide to replicate as far as possible, that of living in a family home environment; this ensures we provide care in a nurturing environment based on the following values:

- Non- institutionalised care. This is very important to Tilsheds as we believe that the child should grow up in an environment which reflects a normal family home. This is based on non-transactional systems; the benefit being they build up genuine relationships with staff and are more likely to consider it their home as well as feeling valued and important.
- Holistic care. Tilsheds ethos is to provide care that meets the child's whole needs; as such we focus on ways that we can promote their overall development. This is also completed in partnership with the above principles of non-institutionalised care, for example allowing some pets so that the child learns to love, be responsible and lead a normal life.

The staff team will listen, seek to build trust, respect, and develop meaningful relationships with each young person. We will endeavour to create an environment where they feel safe so facilitating them to relax, learn and grow. Mutual respect will be promoted and used to teach the value of self-respect, so the young people learn resilience; making them able to cope in challenging situations and become independent of excessive support structures.

Tilsheds ethos is that of having the highest aspirations for the children we look after, where they are supported and encouraged to achieve the best possible outcomes. Universal outcomes that we seek to achieve are those of interpersonal development, where the child can develop so that they are able to return home, live in a group children's home, foster care or if appropriate remain until independence. With the right planning, interventions, and commitment we believe that it's never too late for a young person to make positive changes, become independent and equipped with the skills to succeed in life.

It is important to keep everything in context and treat each child individually according to their abilities; hence individual outcomes we seek depend on the child in question. Our approach to achieving the best possible outcomes is done in the following ways:

Positive role modelling

'If a child lives with fear, they learn to be apprehensive'.

Children learn what they live, this is why we approach our care from a very basic human learning approach: observation. The children we look after are much attuned to our behaviours and how we conduct ourselves. We act as positive role models so that they learn how to



manage their behaviour through natural consequences and mirroring good behaviour. This goes a long way to ensure that our actions are seen as genuine and that they can build up positive relationships with staff and build a positive picture of the world around them.

Ownership and listening

A young person recently said, "The care system doesn't set me up to fail, but it directs me that way" (SCIE, 2017)

If a child has ownership in their life, they will feel involved and empowered to make choices. Responsibility to themselves and others is taught according to age and level of development. If a child believes in themselves, there is a greater chance that they will succeed. This represents good self-esteem and confidence; our approaches to achieving this are based on positive reinforcement, restorative practice, holistic care and involvement where possible. This is linked to the development of consequential thinking to demonstrate to each young person how the "challenging behaviour" they display may be dealt with in more positive ways. In doing this, we can teach them to recognise triggers and patterns and develop coping strategies and new ways of behaving that will allow them to engage successfully in society. Our approach to caring is to accept and recognise the rights, feelings, thoughts and individuality of each young person who lives with us and work towards addressing their specific needs while being respectful and responsive to them.

The child can have a say in the running of the home, its decoration and development. Listening to the child does not simply mean adhering to verbal instructions, many behaviours displayed are methods for non-verbal communication. At Tiledsheds we adapt our pedagogy according to the best interests of the child and that of listening to significant others when making decisions about their care.

Consistency and routine

The core of daily life at Tiledsheds is stability and consistency in a family orientated manner, some young people will benefit from greater attention to predictability. Rules and boundaries are also part of daily life at Tiledsheds; these will be in line with our ethos and delivered in a child-centred manner. Through this, safety and security are assured for the young person; this provides opportunity for everyone to develop self-management, self-reliance and self-discipline. This approach is necessary so that the young person is in the best place to come to terms with previous trauma, engage in necessary therapy or simply to have time to themselves. We continually strive to design activities to assess and improve self-esteem, confidence and resilience. Goals which are geared towards improving happiness are always considered into how and why we run the home. All of this greatly increases a person's chance



of success in the future be it in group living environments, independent living or lifelong learning and growth.

Partnership and multi-agency working

'Two heads are better than one, three better than two'. Tilesheds is very proud of its working practices that are in partnership with families, professionals and agencies. This promotes effective multi-agency and multi-disciplinary working to ensure we provide the highest quality care and the best chances of positive outcomes.

Promoting positive contact and help build relationships between young people, family members and other significant people in their lives. This is in accordance with their needs and wishes and is reflected in their individual care plan.

Research and evidence informed practice.

Tiledsheds offers a therapeutic and nurturing environment in which young people are supported by experienced and well-trained staff applying evidence based and psychologically informed practice. With support from a clinical psychologist, we will work to discover the best ways of intervening in the lives of our vulnerable young people in an individualised and targeted manner. Care plans are devised and implemented to help young people address their needs through identifying specific areas of development and strategies to address them. They will always include a plan for social reintegration.

A professionally delivered residential care experience is delivered which considers up to date research, developments and up to date strategies. This ensures the most effective models of intervention for young people with complex needs. Approaches to monitoring the care and its effectiveness are completed not least by reflective cycles and action research.

At Tilesheds we seek to support the children to enable them to understand their emotions, how these are driven by thoughts and then how this affects their behaviour.

3. Accommodation offered.

Accommodation will be provided for children between the ages of 10 and 18 years. There will be up to two places available as a maximum occupancy. We do not intend to accommodate children who are physically disabled, but consideration will be given at the point of referral, in respect of learning difficulties.

The child will have their own single bedroom, decorated to a high standard and well equipped. The bedroom allows for privacy and individual space for the child and within each bedroom

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there is a lockable safe where they can place personal items. The child will always have a choice in furnishings, colour, posters etc.

The building is a detached cottage and careful thought has been given to the layout and use of the home to create a therapeutic environment in which children can feel safe and thrive. The physical environment plays a significant factor in communicating our underpinning values of care, structure and nurture to both staff and young people.

There is a very large paddock that can be used for several activities including bush craft, archery, growing vegetables, keeping chickens etc.

4. Location of the home

Tile Sheds cottage is located just outside, a small village near Rothbury in Northumberland. It is surrounded by farmland and set in a quiet secluded rural location and within an acre or so of private grounds very close to the National Park. The nearest towns are Rothbury, which is six miles away, Alnwick 12 miles, Morpeth 19 miles and Newcastle upon Tyne 35 miles. Local amenities are very good, in Rothbury there is a sports centre and youth club while only a 20 minute drive to Alnwick provides larger town shops and activities.



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The home can take advantage of the surrounding areas of woodland, hills, rivers and valleys that make it an excellent base for outdoor pursuits. Northumberland National Park is an area of outstanding beauty.

Note: We work in conjunction with Northumbria police and Northumberland's Child Protection Officers in risk assessing the suitability of the location of our homes on an annual basis.

5. Cultural, Linguistic and religious needs

At Tiledsheds we acknowledge and value diversity and are committed to promoting any cultural, religious and any linguistic needs, wishes and values each young person may have. Early identification of any such needs at the placement planning stage will enable us to research appropriate support and opportunities for the young people in the home and community. This will ensure sensitivity from the staff team towards the young person around issues including dietary needs, special days and space to worship.

It is possible that for some young people living within the care system have lost touch with their religious heritage. We believe that all young people should have the opportunity to rekindle their faith if they so desire without fear of prejudice from others. Staff will be vigorous in their determination to promote the child's rights in this regard and use their Holy Days and Saints Days to positively promote the child's faith. All staff members receive training in equality and diversity.

6. Complaints procedure

Children will be made aware of how to make a complaint if they are unhappy with any aspect of living in the home and what the procedure entails. They will also be made to feel able to make a complaint and will be supported throughout the process.

All young people on admission will be issued with a booklet containing information on how to complain should they wish including relevant telephone numbers of agencies who can help. Full support will be given by the staff team who will be on hand to answer any questions they may have. The young person can sign and retain the booklet for their information, a copy will be held on the young person's personal file. This will be revisited with the YP quarterly as a minimum standard, any review of this document will involve the YP where possible.

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We aim to follow the placing authority's individual complaints procedure but have a standard procedure within the home for the guidance of the young people and the staff, which is as follows:

For the Young Person

You will not get into trouble if you have a complaint: It is the law that we MUST listen to you and your complaint will be taken seriously. Tell a member of staff if you have a complaint. The member of staff will listen and write down in your file. You will then be asked to sign or write your name below the entry. You will then be asked whom you wish to deal with the complaint; you will be given the names and numbers of people who can help you if you do not wish for the staff to deal with your complaint. Every effort will be made to resolve your complaint satisfactorily even though the outcome may or may not meet with your approval. The outcome will be entered in your personal file and a copy sent to your social worker and significant others.

For the Parent, Person with Parental Responsibility or Significant Others:

1. Telephone, visit or write to the Registered Manager or any other member of staff stating the nature of the complaint.
2. Staff will listen and record the complaint and will then inform the young person's social worker and Ofsted if necessary.
3. Every effort will be made to resolve the complaint satisfactorily even though the outcome may or may not meet with your approval. You will then be notified of the outcome in writing with copies sent to your child's social worker and Ofsted.
4. If you feel that you cannot talk to anyone at Howard House/Tile Sheds or are unhappy with the result of any investigation, you should contact your own or your child's social worker and the placing Authorities Complaints Department who will deal with the complaint for you. In any event, should you wish to do so, you may go straight to the placing Authorities Complaints Department or to Ofsted. Please quote our unique reference number SC479281 when contacting Ofsted: -

Ofsted

Piccadilly Gate

Store Street

Manchester

M1 2WD

Tel: 0300 1231231

[Type here]



Email: enquiries@ofsted.gov.uk

If your complaint is about a member of staff: Do not tell that member of staff but do tell another member of staff if you feel able to do so. If you cannot do that, tell your child's social worker or someone else you can trust.

Procedure for Staff on Receiving a Complaint:

All complaints must be taken seriously. Record the complaint in the young person's file. Get the young person to countersign the entry. Act upon the complaint. Make sure the young person is fully aware that he or she can decide who deals with the complaint and is aware of any telephone numbers that they may need. The complaint must be dealt with to the young person's satisfaction and records of the outcome made on the individual file and the complaint logbook.

If the complaint concerns a member of staff, the manager shall deal with the complaint from the beginning. The manager will inform the young person's social worker/local authority and possibly Ofsted and allow either or both to investigate the complaint.

In serious matters of complaint against a member of staff, the Manager will suspend from duty the person, or persons concerned until the complaint has been totally investigated to a conclusion.

Copies of the complaint and outcome will be recorded on the young person's file and the homes files with copies sent to the Social Worker and Ofsted.

7. Child protection procedures

Copies of Northumberland Local Safeguarding Children Board procedures are kept electronically at Tile Sheds. The Staff are expected to read them and become knowledgeable about them. They will be clear about their role in relation to child protection and what action they are to take and procedures they are to follow to protect any child who is at risk. All staff undergoes safeguarding training.

The welfare of the children living with us is paramount and we are committed to living and working in an environment that is abuse free.

Abuse can constitute sexual, physical or emotional abuse. We acknowledge that abusive incidents may occur and if they do, we will:

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- 1 Work within child protection procedures that will inform our actions.
- 2 Support the victim of abuse to help resolve their experiences.
- 3 Support any witnesses of the abuse.
- 4 When appropriate, support the perpetrator of the abuse to understand and change their behaviours.

Staff will always receive appropriate training and supervision to enable them to recognise all forms abuse can take, to deal with suspicion of abuse and to minimise all risks of abuse whilst the child is looked after. Staff guidance includes:

- 1 Making a full assessment of the children's histories and any experience of abuse.
- 2 Observing contact between children.
- 3 Appropriate physical contact between staff and children.
- 4 One to one time alone with staff and children.
- 5 Staff will be made aware that anyone who receives an allegation of abuse should avoid asking leading questions or giving inappropriate guarantees of confidentiality, as this information may need to be passed on.
- 6 Members of staff who may be subject to an allegation made against them will have written guidance that clearly states how they will receive information and support whilst the incident is investigated.

The registered manager and staff team have good links with other professionals connected with child protection and never work in isolation. Contact is maintained with the Designated Officer (DO) to resolve queries, keep updated in respect of change and maintain an open and positive relationship.

Preventing Bullying

Bullying can be devastating to children's lives and therefore we make it very clear that bullying is totally unacceptable and will not be tolerated. We define bullying as the behaviour of one person or group, which causes distress to another person, or group because of a physical threat, assault, and verbal abuse. Bullying activities may include humiliation, exclusion, teasing, horseplay, blackmail, damage to, or theft of personal possessions. Bullying can take place face to face or indirectly such as excluding someone, or through electronic means. Consideration will also be given to potential peer on peer abuse and appropriate action taken to assess, manage, and resolve any issues.

We recognise the unhappiness and damage that can be caused by bullying behaviours and will always counter and confront bullying. We endeavour to create a culture and communication network where staff is vigilant, and children can confide in each other and/or staff if they are being bullied. In the context of our therapeutic approach, we understand that bullying may be a form of communication by the perpetrator that they are vulnerable and anxious. These abuse reactive behaviours need to be understood and challenged in a supportive way whilst at the same time clearly protecting others who may be vulnerable to bullying. An open psychologically informed environment makes it difficult for bullying to occur and easy for it to be identified swiftly.

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Staff training includes specific area of bullying, and we will work together with parents and teachers to eradicate this behaviour. Our clinical psychologist works with the team to understand the dynamics and respond with appropriate interventions, addressing the underlying causes. All young people who are victims of bullying will be supported and those who are known to bully, will be given appropriate help and guidance. If the need arises, we will seek specialist help.

Young people will also be given access to online training in bullying behaviours, and this will be promoted and encouraged to be completed with staff as a preventative and restorative approach.

Missing Child Policy

There are generally no restrictions on the child or young person entering or leaving the premises, these arrangements will be outlined within the individual care plans. There are exceptions, for example when a child or young person places himself or others at risk or if it is known in advance that a crime may be committed. Nevertheless, it is the duty of the staff to be aware and monitor the whereabouts of all children and young people placed in our care. By working in partnership with Northumbria Police and Northumberland Children's Services joint protocol for children and young people missing from home and care, there is clear definition of roles and responsibilities for care staff and managers. Individual care plans and agreed arrangements with social workers need to be considered in respect of young people who go missing. If staff are concerned in any way in relation to the safety and welfare of young people or their behaviours are not consistent with the usual, staff will:

- 1 Contact the police.
2. Contact the parent or person with parental responsibility.
3. Contact the allocated social worker.
- 4 Notify the EDT (Emergency Duty Team) if necessary if outside of normal working hours.
- 5 Contact friends and family according to Missing from care RA/ Care plan.
- 6 Staff will be extremely proactive in seeking to locate the child and decide for a quick return.

On a child's return, those person's or authorities that had been advised the child or young person had been missing must now be advised of their return. The police should be notified first. The child should be welcomed back and reintegrated within the house and staff. There should be a post incident talk with the child. Where appropriate, attempt to ascertain the reason for the child going missing. The young person will always be offered the chance for an advocate and will have an Independent Interview arranged within 72 hours.

On admission, children and significant others will be informed of this procedure and will be expected to confirm by signature that they have received the information. Records of any incidents of going missing will be entered in the child's main file.

8. Young People's consultation

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Tilesheds is managed and run, as far as is practically possible, as a family home with a family environment. However, we also recognise that we are providing a professional, residential model which requires a deliberate application of structure and theory into our practice. Within this philosophy young people are consulted about many aspects of their daily life. Discussion with the young person happens informally all the time and can take place round the dinner table, whilst driving, whilst waiting for a bus etc. More formal discussions may take place through key work sessions and obtaining views for placement planning and review meetings. Young people's meetings are not a formal fixture of the home due to Tilesheds being used primarily as a solo placement, regular care planning ensures that the young person is kept up to date and regularly made aware of rights e.g. how to make a complaint.

Young people placed at Tile Sheds also can consult in confidence with an Independent Visitor (who also undertakes our Reg 44 inspection) and have their thoughts and ideas conveyed through this route to the manager and staff team. The importance of the Independent Visitor role is taken seriously and is a way of ensuring young people can talk with experienced and facilitative individuals who have immediate and direct access to the Directors. Other forums for seeking feedback formally include seeking the YP views into staff supervisions and appraisals, quality of care reports and the homes development plans as a minimum standard. This process is dynamic and delivered in line with the homely approach we employ, and consideration given to each child understanding and communication preferences.

Young people are encouraged to participate in all aspects relating to the running of the Home from selection and recruitment of potential staff right through to house rules, preparation of the 'Children's Guide', what they want to eat for the week and what activities they are interested in pursuing. Enabling young people to contribute (where in the past they may have felt powerless or unheard) and see their thoughts and suggestions put into place, enhances the young person to develop confidence and trust in themselves and others. Through empowering the young person to contribute and participate, other areas of work with the young person can be facilitated.

The Care Plan of each child will initially be based on information provided by relevant professionals on admission. However, as soon as practically possible we will work with the young person themselves to implement their plan and together we will agree to its aims and objectives. The young person contributes to the plan and immediately feels ownership of it. They will have a formal keyworker identified however, each member of the staff team will undertake identified and preventative work. The children are encouraged to write and comment in their own words on the review of the plan.

9. Policy and approaches to

- a) Anti-discrimination: Children & families**
- b) Children's rights**



Tillesheds recognise and acknowledge that children have both general needs as a child growing up and specific needs as an individual with a unique personal history and we are opposed to discrimination against children and their families in any form that may prevent them from reaching their full potential. To this end the staff team are instructed to work relentlessly to prevent discrimination on the grounds of race, colour, nationality, ethnic or social origin, language, culture, gender, sexual orientation, age, religion, disability, political or other opinion, birth or status.

Tillesheds are committed to maximising the child's potential. Any discrimination by children or adults, no matter how subtle, will be challenged. Should staff witness any discrimination towards any child by another member of staff they will be expected and encouraged to whistle blow. Staff are encouraged to promote the rights of children who may wish to make complaints by assisting them in whatever way they wish, including framing the complaint with the child and passing on that complaint to the appropriate body.

All young people placed have the right:

- To be heard.
- To be treated with dignity and worth.
- To have access to appropriate education, training, employment and leisure.
- To be protected from harm.

Staff will actively promote and advocate for care plans to be drawn up and carried through to meet each child's needs. In all cases decisions will be made that promote the best interests of each individual child and we will seek the views of their family if deemed appropriate.

10. Special educational needs

When appropriate, the Children placed at Tillesheds Cottage will have full access to the school at Howard House (DFE Reg 929/ 6046) based in Bedlington. The majority of the schools' pupils at Howard House will have a statement of Special Educational Needs in Social, Emotional and Behavioural Difficulties. However, an SEN statement is not a prerequisite for admission to Howard House School.

To support SEN the school provides a therapeutic, nurturing and supportive environment that allows young people to experience academic success and the opportunity to interact on a social basis. The curriculum is designed to meet Ofsted regulations for Independent Schools and promote academic achievement, emotional development and social interaction. Students have access to a full range of National Curriculum Core and Foundation subjects including Maths, English, Science, and ICT. In Key Stage 4, students can undertake a range of GCSE, Entry Level or Vocational Qualifications with clear routes to progression into college or training.

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Students are regularly assessed, and schoolwork is fully differentiated to support a range of abilities and learning styles.

Howard House School is an Independent Day School (DFE Reg 929/ 6046) that can accommodate up to twenty students. Although resident young people make up most of the school cohort, day students can attend on a short- or long-term basis. The school is comprised of two large classrooms, two small classrooms, a fully equipped ICT room and an arts and crafts room. In addition to this the school makes good use of the facilities in the local area to support sport, exercise and outdoor education.

Education at Tilesheds Cottage utilises a robust Spiritual, Moral, Social and Cultural curriculum that develops students' self-esteem and self-confidence. This is underpinned by a range of off-site activities that allows students to experience the world in local, regional, national and global contexts. All young people are encouraged to participate in the John Muir Award and other outdoor activities subject to risk assessment and availability.



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11. Howard House School

The curriculum is designed to promote success and achievement. It is broad and balanced and there are many opportunities for students to study a range of subjects, which cover all the areas of learning. The curriculum is based on National Curriculum programmes of study and there are appropriate schemes of work in place. These are adapted and personalised to meet the individual needs of students.

Students have good opportunities to develop their literacy and numeracy skills in other subjects across the curriculum, such as in History and Geography. The school has introduced personal/ social education and food technology to give the students a balanced education. Students learn important life skills such as cooking and managing finances and are involved in a 'Preparing for Work' programme which includes careers guidance. They learn how to keep themselves safe and develop their self-esteem and confidence through a well-developed PSHCE programme.

Students have opportunities to engage in extracurricular activities such as a computer club and there are a wide range of visits organised such as to museums to study aspects of history and field trips to study geography. They also can participate in 'Forest School' activities and enjoy residential and camping experiences, which contribute much to their learning and their spiritual, moral, social and cultural development.

Our experience of working with disaffected, disengaged and challenging students has demonstrated the importance of developing unconditional positive relationships; allowing for and promoting success through education; developing opportunities for integration and inclusion into society; promoting self-esteem, confidence, responsibility and independence; and recognising the many individual needs of young people on an educational, personal and social basis.

We endeavour to ensure that student learning is at the heart of all that we do and that this is reflected in the Centre's core values and management structures and systems.

Staffs at Tilesheds are experienced in managing challenging behaviour and work tirelessly to ensure positive outcomes for students. Staff members have access to high quality training that allows them to keep up to date with the latest issues and trends in education.

12. Educational achievement

At Tilesheds we advocate for activities to be used as 'vehicles for experience'. In practice this concept of experiential learning means that we tailor hobbies, interests and activities to the individual needs while being mapped out to a measurable outcome. Tilesheds believes in

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Outdoor Education as a positive means for change, where the principles of managed risk and opportunity for personal development are key influencers to change behaviour.

13. Activities for enrichment

Confidence and a healthy appreciation of self-worth drive positive thinking and so positive actions. By offering the young people in the home the opportunity to experience and be challenged by a wide range of leisure activities and excursions that promote social skills, team spirit and personal development this is developed then celebrated by the whole team with the young person at the centre.

It is hoped that having spent time at Tilesheds Cottage the young person will have learned the value of respect for themselves and for others, they will have been challenged and stretched developmentally and emotionally, reflected upon their past and developed positive strategies to replace pre-existing negative responses to stress and adversity they may have displayed when they moved here.



Experiential learning and Outdoor Education

Activities are vehicles for experience. At Tilesheds we provide as much enrichment as possible with the focus on some form of improvement. We will provide activities and experiences that challenge and develop both inter and intrapersonal skills. The young person will be encouraged and supported to participate in peer related activities as far as possible; this is in line with ethos and approach where we aim to provide care that replicates that of a home life.

The John Muir award.

We are fantastically located near to the Northumberland national park where there is an abundance of opportunities for informal learning. Tilesheds is a registered provider to deliver The John Muir award, this conservation award entails commitment and personal development. This award has been delivered to children at Tilesheds over the past year who have gained various awards under the umbrella John Muir Trust. Tilesheds can also further offer additional recognised courses such as the National Navigation Award Scheme, where training and assessment is available. Both are widely recognised and can count towards credit to other awards such as the Duke of Edinburgh's award.

14. Healthcare/ therapy

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A) Details

B) Evidence

We have an integrated clinical psychology service which assists staff in developing plans for the care of our young people. This provides clinical governance to our care planning and risk assessment which is then supported in practice through systemic consultation. This evidence-based approach is recommended and approved by NICE. Our professional residential staff are not trained in any specific therapeutic techniques. The psychologist does however support staff with the development and application of various strategies that can help our young people, and these will be closely monitored and evaluated. The psychologist also provides training and supervision for staff, the aim of which will be to develop a rich understanding of the young persons' behaviour, relationships, and general functioning.

The theoretical models and approaches used will draw on evidence-based interventions including the use of cognitive behavioural therapy, attachment theory, systemic therapy, psychodynamic approaches and the use of creative/play techniques as appropriate. The effectiveness of any approaches we make are measured against specific targeted behaviours which are individualised to each young person.

The clinical psychologist is fully trained and qualified to doctorate level to deliver this work with and through the team. The Psychologist is also available to undertake a wide range of cognitive and other psychological assessments, tests and measures to address the young person's difficulties and behavioural issues.

15. Promoting contact

One of our objectives is to promote positive contact between children, family members and other significant people in their lives in accordance with their needs and wishes as reflected in their care plan. We understand that many children have had poor parenting experiences and attachment difficulties. This makes the forming and sustaining of appropriate relationships challenging for them. It is from this starting position that we approach the task of supporting the child with their family relationships and support and intervention will be unique in each case.

We will make every effort to maintain constructive contact with parents, siblings, significant family members, friends or any other people who are of importance to the child in our care. Contact arrangements will be discussed and confirmed on admission and are set out in detail in the placement plan. Any restriction on contact because of child protection issues should be made very clear.

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Staff are aware that young people, parents and significant others have a right to maintain contact. If necessary, young people can be escorted by a member of staff to facilitate contact and supervise this contact if it is deemed necessary. Parents, relatives and friends are encouraged to visit and may be invited to take part in their child's activities. It is also possible for family and friends to stay overnight. Overnight stays will always be planned and only taking place following appropriate safeguards and risk assessments.

16. Monitoring and surveillance

There is no electronic or mechanical means of surveillance of any kind at Tilesheds. Children are well supervised with a high staff to child ratio which is never less than one staff to each child placed at Tile Sheds. There will always be two staff on sleep in duties at Tilesheds. There is an alarm system for the front and back doors which are set when the home is locked at locked in security purposes.

17. Behaviour management

It is essential for any therapeutic environment to have a deliberate and thoughtful use of boundaries. These provide the essential containment (emotional and physical) to allow intervention work to be undertaken. An important aspect of this is establishing good relationships and having clear professional roles and boundaries. This encourages trust, partnership and a sense of value for both adults and children. We believe that young people behave well when they feel supported, valued, respected and happy. We encourage everyone to respect, not only each other but the property and environment in which they live.

We appreciate that young people require boundaries and structure to support them and help them to develop and grow safely. While we promote positive behaviours, we realise that young people will test boundaries. At such times, discipline will be applied in the form of talking with children and young people through their problems to understand their behaviour and discover any underlying cause.

Very occasionally reparation and curtailment of certain privileges will be discussed and implemented with the young people to underpin the relationship between rights and responsibilities. We will always try reparation first (something good that they can do to improve the situation) rather than punitive sanctions. Should sanctions be necessary we will follow the DfE guidelines.

We will endeavour to overcome negative behaviours by talking them through, however when sanctions become necessary; we pursue the following codes of practice:

- 1 Any sanction must have a positive outcome.

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- 2 Any disapproval should be of the behaviour and not the child.
- 3 Use of corporal punishment is forbidden and will not be tolerated.
- 4 Pocket money deductions can only be used in reparations, usually for items damaged or stolen.
- 5 Extra household duties and the non-giving of special outings is more acceptable.
- 6 All sanctions will be recorded in personal files as well as the individual sanctions book.

We will always allow a 'cooling off' period' before placing a sanction, never acting on impulse and continually aiming for positive outcomes.

a) Restraint

Should a situation develop where a child or young person becomes dangerous and out of control; we have a duty to protect not only that child but also other residents, staff, members of the public and property.

A restriction of movement would always be used as a last resort and staff will follow key legislative guidelines (Children Act 1989, Children Act 2004, Children and Families Act 2014, The Children's Homes (England) Regulations 2015). The principles relating to the use of physical intervention may be summarised as follows:

- Staff should have good grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself or others or causing serious damage to property.
- Staff should take steps in advance to avoid the need for physical restraint, e.g., through dialogue and diversion; and the child should be warned orally that physical restraint will be used unless he desists.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying restraint. These staff can act as assistants and observers.
- As soon as it is safe, restraint should be gradually relaxed to allow the child to regain self-control.
- Restraint should be an act of care and control, not punishment.
- Physical restraint should not be used purely to enforce compliance with staff instructions when there is no immediate risk to people or property. Physical intervention will always be used as a last resort.

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All staff will receive formal training on the management of challenging behaviours as part of the induction process. We use Foundation for Safer Care (FFSC) method of intervention. Information on this training is available on request.

The techniques used are regularly practised by all staff at the commencement of each staff meeting or before formal supervision. This is undertaken by the registered manager and a log is kept for inspection. Young Foundations has its own programme of de-escalation, physical intervention and support – Foundations for Safer Care (FFSC) and staff at Tilesheds have all been trained in this intervention.

Registered provider details

Registered Provider: Young Foundations Ltd

Responsible Individual: Nicola Dixon

Address: c/o Young Foundations Ltd (5029887)

Alexander House, Highfield Park, Llandyrnog, Denbighshire, LL16 4LU.

E-mail: Niall.Kelly@youngfoundations.com Tel: 01244 915 002

Registered Manager: Gillian Mallaby

Address: c/o Tilesheds Cottage
Sharperton
Morpeth
NE65 7AH

Tel: 01422740029 Email: Gillian.mallaby@youngfoundations.com

Allocated contacts Tile.sheds@youngfoundations.com

18. Staffing experience and supervision

See appendix 1 for staff experience and qualifications.

The Manager of the home recognises the importance of regular supervision. The object of individual supervision is to promote sound and consistent practice and decisions of high quality against a framework of clear policies and procedures. Sessions will take place at least monthly. Staff with less than six months experience in work with young people will receive supervision twice a month wherever possible. Performance will be monitored not only during the probationary period, but as an ongoing aspect of appraisal.

Written agreements between supervisor and supervisee will be recorded which makes clear how standards are to be achieved. In addition, we have an integrated Clinical Psychologist who consults with the team on a regular basis and provides direct support to the registered manager as necessary. This ensures that staff can reflect on the behaviour of individual young

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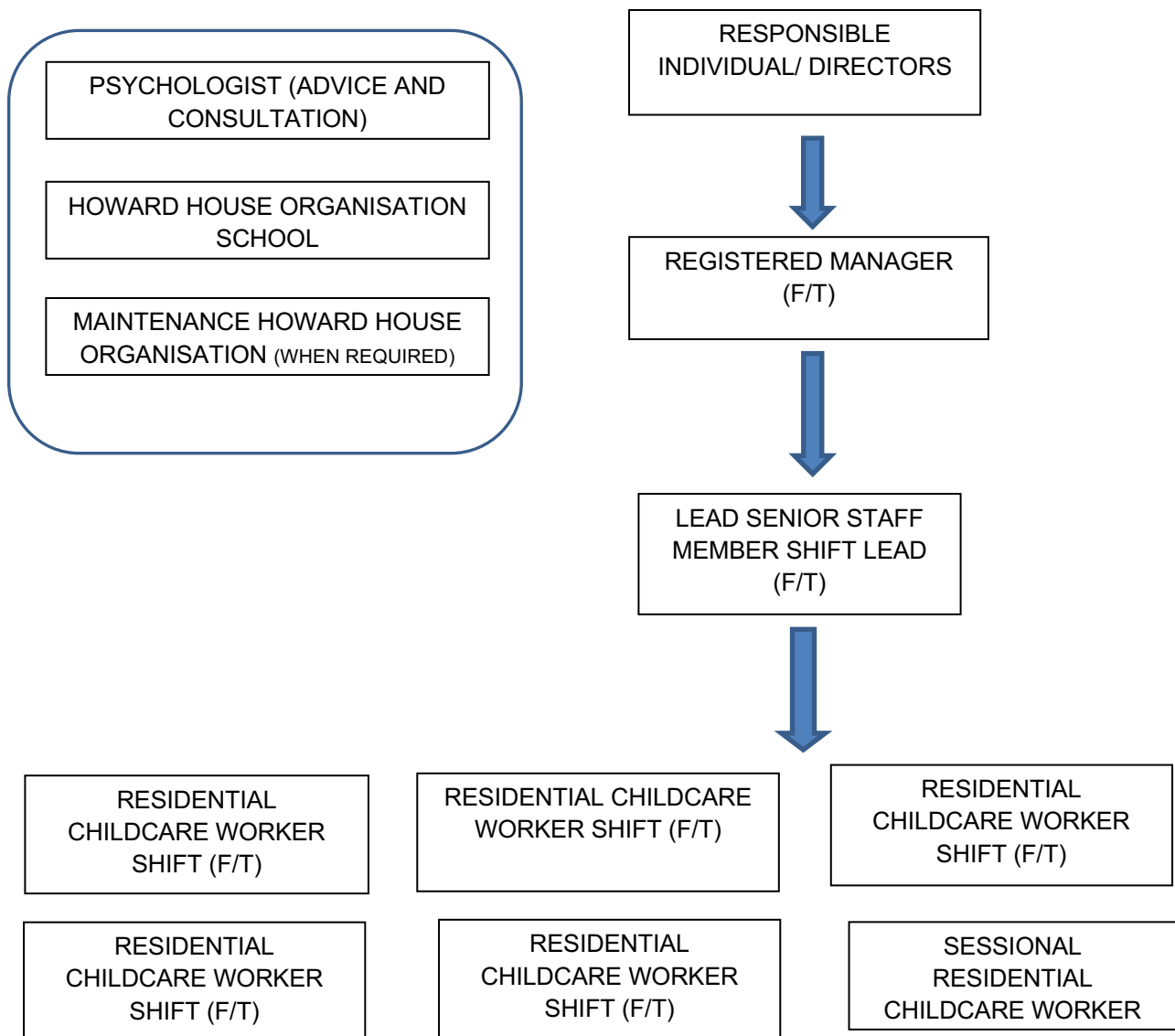


people, the dynamics of the group and to shape appropriate intervention strategies. This is a fully evidenced based model of supervision and support and is recognised and recommended by NICE (National Institute of Clinical Excellence)

Supervision is reflective in nature and focused on learning and development, staff can discuss how their own thoughts and feelings, acts of children and their own ethics and values affect practice. Elements of research and developments will always be included so that the practice of the team is in line with current recognised best practice.

19. Management structure

Support services.





20. Staffing balance

Tile Shed Cottage has a good well-balanced mix of both male and female staff and promotes good role models of both sexes within the home. The shifts will be planned as far as possible with a gender balance on shift.

21. Admission criteria

The criteria for admission are as follows:

1. Social worker/placement officer phones to enquire about vacancies.
2. Discussion follows regarding the appropriateness of referral about the efficacy to meet individual needs and impact on others (staff and other YP)
3. Social worker/placement officer agrees to complete referral form and supporting information (history, recent Review reports) to undertake matching considerations and initial assessment of placing suitability. Our clinical psychologist contributes to this process where appropriate.
4. On receipt of the referral form and other paperwork further discussion will take place with the placing authority including the impact this may have with the current resident group. A preliminary visit will be organised. A children's guide will be sent out to the potential admission.
5. The possibility of a new admission to the Home will be discussed with other children themselves and discussed without breaking confidentiality.
6. An initial visit will take place and further discussions will take place between Tilesheds and the placing authority and with the young person being referred. Assuming everything is satisfactory a placement meeting will be called to confirm funding for the placement and to determine further introductions and timescales. This may involve overnight stays or a swift move depending upon the needs of the young person and the stability of the current group.
7. To avoid building false hope and expectation no further visits will take place after the initial visit, unless confirmation of funding has been received.
8. A bedroom will be prepared with posters, decor etc. that reflect the interests of the new young person e.g. football team quilt and posters, posters of pop stars.
9. The favourite meal of the new person will be prepared for the day they arrive. All current residents will make time to welcome the new person. The young person will be given an

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induction to the home. The children's guide will be explained further to the child. A copy of the house rules, complaint procedures will also be explained and then given.

10. A Review will be held within the first 20 working days of placement and then within the next three months. Commitment to visit will be agreed with the social worker and other people significant to the young person's welfare.

11. Reviews of placement will then follow no less than six monthly.

It is essential and good practice dictates that any child or young person entering residential care should do so in a prepared and planned way and we adhere to this principle.

Tile Shed Cottage can take an emergency placement for a suitable young person under the following conditions:

- We have a full complement of staff available.
- The staff are suitably skilled and experienced.
- Skilled in the admission processes

Only when the necessary paperwork is deemed adequate, and the registered manager is confident that we can respond effectively to the child's needs.

Appendix 1. Staff qualifications and experience

Name	Relevant Qualifications	Experience	Start Date	PT/FT Casual
Chief Executive Officer	N qualified as MBA (Public Services) from Warwick Business School in 2011. He is currently studying for a PhD, with a research interest in leadership and management in children's services, at the same university.	N is an experienced and qualified Managing Director of Children's Services. He started his career in 1993 at a nationally renowned therapeutic community for children who have suffered trauma in the first three years of life. He lived and worked there for 13 years, spending 10 of those years as a Registered Home Manager. From there, N joined a specialist company working with child sexual abuse as a Senior Manager and then Assistant Director, raising standards of delivery and outcomes beyond expectation of all stakeholders. N joined Young Foundations as Managing Director in November 2013.	Nov 2013	Full Time
Managing Director	RNMH, Bsc Health Studies, Pgcert Health and Social Care service Management, PGd Learning Disabilities, PGd Teaching	S has worked within the health, education and social care sector for many years. Initially starting her career as an RNLD Staff Nurse and through a series of progression roles she achieved the Directorate Nurse Lead post for Learning Disabilities for Renfrewshire, East Renfrewshire and Inverclyde areas of the Board. Following a merger of The Argyll and Clyde Health Board with Greater Glasgow in 2006, was appointed as the Lead Nurse for Clyde Learning Disabilities. S joined Young Foundations in 2014 taking up the post of Registered Manager at The Red House and subsequently was promoted into the role of Regional Director in 2019. Following the success in this role, S transferred to the sister organisation, Mental Health Care (UK) Ltd in April 2021 and took up the role of Director of Operations. She was promoted to Managing Director for Mental Health Care (UK) Ltd in August 2021.	2014	Full Time

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		In November 2022, S took up the joint role of Managing Director of Young Foundations and Mental Health Care (UK) Ltd.		
Regional Manager/RI	<ul style="list-style-type: none"> Level 3 Diploma in Youth Work NVQ level 3 Diploma in Health and Social Care (Children and Young People) NVQ level 3 Diploma in Health and social care (Adults) <p>N holds a Level 5 Diploma in Leadership for Health and Social care and other Diplomas relevant to role progression throughout her career.</p>	<p>N has been working with children and young people in various settings for over 25 years. The last 20 years have been solely in local authority and private residential settings, always in supervisory roles. The focus of her work is directed towards delivering specialist services to children and young people with Learning Disabilities, Autism and Mental Health concerns.</p> <p>N joined Young Foundations in 2005 and has spent her last 5 years in the role as a Registered Manager.</p> <p>N's role as the Northeast Senior Regional Manager comes following growth within Young Foundations and more recently in June 2022, she has been successful in her application for the position of Director of Operations.</p>	2005	Full Time
Commissioned Psychologist Senior Clinical Psychologist	<p>BSc Psychology with English PHD Counselling Psychology Post Graduate Counselling Psychology Foundation Course in Family Therapy and Systemic Practice.</p> <p>Member of The British Psychological Society.</p>	<p>J has worked for us previously as a psychologist and has returned to work with us very recently. J supports young people and staff providing support in managing behaviours of concern, guidance and strategies for staff when working with young people, 1:1 session with young people, and support with placement / care plan.</p> <p>J also works with young people at CAMHS.</p>	March 2016	Part Time
Registered Manager	Level 5 Diploma in Leadership (residential management)	14 years' experience as a teaching assistant in a school.	28 th February 2017	Full Time

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	<p>Level 3 Diploma in Residential Childcare,</p> <p>Level 3 Diploma in Teaching and Supporting YP,</p> <p>Designated Safeguarding Officer Advanced Level</p> <p>First Aid, Safeguarding, Safer Recruitment, FFSC, CSE, CCE, Food Safety, Fire Safety, Safe Handling of Medication, Health and Safety, Equality and Diversity, E-Safety, Prevent, Substance Misuse Awareness, Self- Harm and enrolled on Mind Ed Mental Health Training Prevent, PACE, Self-Harm and Ligature Attachment and trauma Therapeutic Parenting</p>	<p>Prior to starting at Tilesheds, G had 2 years working with children/ young people, supporting them with independent living, helping them to make healthy choices.</p> <p>2 years working with families with safeguarding issues.</p> <p>G enjoys reading, walking, and going to the theatre.</p> <p>Throughout her time working in children's homes, G has progressed from a residential care worker, senior residential care worker, to a registered manager, becoming the Registered Manager of Tilesheds on 29.10.2020.</p>		
<p>LEAD SNR RSW</p>	<p>Level 3 Diploma in Residential Childcare,</p> <p>FFSC training, First Aid, Safeguarding, CSE, Food Safety, Fire Safety, Safe Handling of Medication, Health and Safety, Equality and Diversity, E-Safety, Prevent, Substance Misuse Awareness, Self-</p>	<p>Prior to starting at Tilesheds, T had 2 years working with young people in secure and independent living, supporting them to make good choices in life.</p> <p>2 years working with families with safeguarding issues.</p>	<p>11th January 2017</p>	<p>Full Time</p>

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	Harm and enrolled on Mind Ed Mental Health Training.	T enjoys walking, looking after grandchildren and spending time with family and friends.		
RSW	A trained to be a registered nurse in 1977 and worked in this profession for many years. A completed her level 3 in Health and Social care.	Before joining the team, A looked after vulnerable young adults who had been subject to abuse, neglect, complex needs, subject to DOL orders, and mental health needs. A also worked with children and young people on the wards in the hospital. A moved from the South to enjoy a more relaxed pace of life.	1 st February 2021	Full time
RSW	Safeguarding, FFSC, CSE, Food Safety, Fire Safety, Safe Handling of Medication, Health and Safety, Equality and Diversity, E-Safety, Prevent, Substance Misuse Awareness, Self- Harm	T was in the Armed Forces for 25 years and is an active member of BACA (Bikes Against Child Abuse). T has moved around the country with his job and has now settled in the North. T has a passion for helping and supporting vulnerable young people.	10 th May 2021	Full Time
RSW	Safeguarding, FFSC, CSE, Food Safety, Fire Safety, Safe Handling of Medication Health and Safety, Equality and Diversity, E-Safety, Prevent, Substance Misuse Awareness, Self- Harm	C has worked in adult care in a behaviour unit and looked after vulnerable young adults who had been subject to abuse, neglect, complex needs, subject to DOL orders, and mental health needs.	13 th March 2022	Full Time
RSW	Safeguarding, FFSC, CSE, Food Safety, Fire Safety, Safe Handling of Medication Health and Safety, Equality and Diversity, E-Safety,	K has worked in care most of her adult life and has worked with both with adults and children. K's daughter has special needs, and this has given her an insight into the complexities of challenging behaviours.	11 th July 2023	Full Time

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	Prevent, Substance Misuse Awareness, Self- Harm			
Sessional RSW	Safeguarding, FFSC, CSE, Food Safety, Fire Safety, Safe Handling of Medication Health and Safety, Equality and Diversity, E-Safety, Prevent, Substance Misuse Awareness, Self- Harm	G has been a senior health and social care leader with operational, strategic and project management experience, G has worked within a diverse range of social care provision including Supported Living, Learning Disabilities, Complex Home Healthcare, Domiciliary Care, Nursing & Care Agency, Children's Homecare and Residential services.	10 th April 24	Sessional
Maintenance	PAT Testing, Level 2 in cleaning and support services, Managing Safety, Health and Safety, Fire Safety.	Prior to coming to work with us L worked in local school ensuring all maintenance issues were dealt with promptly	Jan 2015	Full Time

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