



**Felix House**

**Felixstowe**

**Statement of Purpose – Amended January 2025**



## Version History

Version	Amended by	Date	Comment	Ratified by	Date	Next Review
14	Jerome Laidlaw	5/12/24	Updated with change of business (RI, RM, Reg 44)	Rob Peduto	05/12/2024	When amended or no later than 12 months post ratified
15	Rob Peduto	29/01/2025	Change of RM	NA	NA	As above

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## **1. Introduction**

The Statement of Purpose describes the benefits and services enjoyed by the children living at Felix House; it outlines the care we provide and how we are organised to provide that care.

It includes an overview of the facilities, services, and practices we embrace to make sure that we continuously deliver effective, efficient, and outstanding services for the benefit of our children.

Felix House is registered to accommodate up to 2 children of any gender (assigned or identified), aged 6 up to 12 (or younger adolescents is appropriately matched), who have emotional and/or behavioural difficulties. These ages may change subject to siblings needing to reside together so we can support their relationship to develop, along with consistency and stability.

Felix House's primary objective is to provide the children with a safe, stable, happy, and comfortable home which will enable them to build upon their confidence, self-esteem for a period of six months or longer where required and age dependant. This could be a placement potentially up to 2 years or more. The purpose is to enable them to receive intensive support before moving on to a longer-term place of living, preferably within foster care or reunification.

In our homely and tastefully decorated house we provide a child-centred approach to care, nurturing the needs of everyone. Our aim is to create opportunities and possibilities for the child to have future successes in their life goals.

The home is in Felixstowe, Suffolk. Felixstowe is a traditional seaside town with numerous outdoor activities and four miles of sand and shingle beaches, and the towns of Woodbridge and Ipswich are within easy reach.

## 2. Registration Details

**Registered Provider:** [CF Social Work Ltd](#)

**Responsible Individual:** [Rob Peduto](#)

**Home Manager:** [Anton Clarke \(Interim\)](#)

[Felix House](#)  
[Felixstowe](#)

[Anton@cfsocialwork.co.uk](mailto:Anton@cfsocialwork.co.uk)

**Ofsted Registration Number:** 2701100

**\*Independent Person** [Annabel Wood](#) – ([Changing Outcomes Ltd](#))

*\*The post of IP involves someone not directly connected with the running of the home making regular visits and compiling monthly inspection reports which are sent to Ofsted.*

### OFSTED

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## 3. Conditions of Registration

**The registered person:** May only provide care and accommodation for up to 2 children & may provide care and accommodation for children with emotional and/or behavioural difficulties (EBD)

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## 4. Philosophy and Ethos

CF Social Work, our parent company was established in 2006 and several of the management team have worked alongside each other for several years in a variety of settings, supporting vulnerable and challenging children.

At Felix House we understand that many children's backgrounds and history have a significant impact on how they interact with others and behave. We know that children may have come to us following previous placements having broken down or from difficult and challenging settings, in need of a short-term intensive support placement before moving on to another home or into foster care. We therefore aim to provide six-month placements with core principles in.

- Positive structure and organisation.
- Stability, boundaries and resilience.
- A child-centred approach where the needs, rights and views of the child are at the centre of all practices and provisions.
- Mutual respect, encompassing individuality and diversity which are celebrated and valued.
- Ensuring the welfare and safeguarding of each child.
- Caring, nurturing and inclusive environment and home.
- Active participation in all aspects of life.

Our approach is to consider behaviour to be a form of communication, and only when the reasons for the behaviour have been addressed or resolved, will there be any chance of improving the child's emotional, behavioural, or social barriers. We also believe it is essential to treat each child as the individual they are and expect crisis behaviours from them. We take into consideration their emotional and social developmental age alongside their chronological age.

**“We are committed to making our children feel valued and accepted in an environment where they can enjoy life and succeed.”**

Our aim is to provide each child with the necessary tools and support needs to aid their transition back into foster care, into another less intensive placement or reunify with their family.

We will monitor, evaluate, and review behaviour and identify any additional support and provision required to ensure that each child is able to build on areas of strength and make progress in all areas of need.

At Felix House we aim to empower children to make decisions and encourage children to engage in their interests. When these are identified we will support and encourage children to express themselves positively, we feel that this mindset helps their development and emotional wellbeing.

Our commitment to continuous improvement and growth means that we are open and transparent; we actively seek the collaboration and perspectives that come from parents, carers, advocates, local services, similar organisations, and our placing authorities.

## **5. Aims and Objectives**

At Felix House our primary objective is to provide each child with a safe, stable, happy and comfortable home and to enable them to build upon their confidence, self-esteem and resilience to 'move on' to a long-term environment for our children to call home.

We provide a child-centred approach to care, to ensure children are nurtured, feel heard and seen, know positive love, meeting each child's emotional wellbeing and promoting their individual identity as well as support their emotional behavioural difficulties.

Our aim is that each child will achieve positive differences in their personal, social and educational lives, opening and creating options for their future and in this way strive to achieve their full potential, whilst they are with us, and in their future lives.

Our home provides care, guidance, support, leisure and learning opportunities with high levels of trained and caring staff to maintain vigilance and sensitivity to the changing and challenging needs of all our children. We ensure that any changes in the home from the aesthetics and staffing is discussed with the young people to provide their input into their home and rooms and as well being aware of the emotional imbalance staff changes can bring and have. New staff are carefully matched to the home and how they can best support the needs of the young people as well as fit the staffing dynamic of the home to ensure the balance is correct for development and support of the young people in the home.

We advocate a healthy lifestyle and offer children the opportunity to plan the weekly menu, ensuring nutritious and balanced meals are provided.

In our child centred environment, in which the child's self-esteem and individuality are celebrated and developed, we approach things from the child's point of view upwards. We seek to ensure the child feels heard and plays an active role in important decisions made about their life. We refer to this as 'Active Participation'.



These positive developments will help the child, within their abilities:

- Recognise their individuality and self-worth.
- Enhance their life and social skills.
- Cope with and embrace changing and at times challenging emotions.
- Advocate for themselves – letting their voice be heard.
- Respect others
- Be open to new experience and embrace opportunities.

By benefiting from positive and stable relationships and by showing an acceptance of sound authority children will gradually and progressively move towards their next placement or to a return home.

## **6. Measuring the Effectiveness of the Service**

At Felix House we will be constantly striving to improve and refine our services. We engage in reflective practice, in the staff meetings, clinical supervision through our clinical therapist, incident debriefs and during staff supervision. We assess areas of good practice and areas that require improvements. The Manager and RI ensure that all identified actions are completed.

We complete regular internal audits and 6 monthly Regulation 45 Review of Quality-of-Care Audits. We aim to be critical of our own practices to identify areas of improvement, to ensure as a result we are consistently exceeding all regulatory requirements.

We have an independent Regulation 44 visitor to the home who undertakes a critical evaluation of all aspects of the service we provide and submits this report to Ofsted. Points raised will be considered and placed on an action plan which will be reported on when the visitor next comes to the home. This is a vital part of our company wide quality assurance cycle.

We engage parents, visitors, staff and children in providing feedback through regular surveys. The children have regular house meeting which are referred to as SAT CHATs and this allows the young people to voice their concerns, unhappiness within the home, school and as well share their positive feelings and interactions. There is a suggestions box in the home called S&T's (suggestions and thoughts), which provides a safe space for the young people to raise more personal things, frustrations, concerns or ideas that they would like to raise but may not feel comfortable to raise it with anyone or discuss openly. We use this information to inform any improvement plans.

Felix House is regulated by OFSTED and as such receives a grading which describes the service. We are committed to achieving a good status at the first available opportunity and then will work to improve upon this learning from guidance given and national best practice.

Each child's suite of paperwork (placement plan, risk assessment, reports etc) are reviewed monthly and areas of improvement and concern are flagged to the wider staff team, and as necessary to the placing authority. The suitability of the placement for each young person is assessed at their statutory reviews or at other times should their circumstances or needs change significantly.

## **7. Equality and Diversity**

Our aim at Felix House is to have a diverse staff team which we feel appropriately reflects the needs of our children and allows us to support their needs more effectively.

We have a strong culture of acceptance where everyone at Felix House embraces individuality. The staff and children at Felix House do not tolerate discrimination on the grounds of race, culture, language, religious beliefs, gender, sexuality or disability.

All reports of discrimination will be taken seriously and will be dealt with in accordance with the equalities policy, prevention of bullying policy and the staff code of conduct.

Considering the wishes of the children in the home, we celebrate many different cultural and religious festivals throughout the year, enriching lives and gaining new experiences. We celebrate our differences and hope to learn more about each other in the process. As a home we also invest and carry out different themed evenings to celebrate different ethnicities and foods and encourage decorations, fancy dress and where possible traditional clothing and attire to enrich the learning and sharing more significantly.

Children who wish to attend a place of worship are supported to do so. Children following religious observations will have the full support of the staff team and the necessary adaptations made, for example mealtimes or menus, observing practices and providing a quiet space.

If children are not fluent or do not speak English, they will be supported by the staff team to access the appropriate support such as evening classes, online programs, tutoring, support groups and advocates.

If staff have concerns about a young person's vulnerability to extremism, they should inform the Registered Manager as a matter of urgency.



## 8. Admission Criteria

*“Our aim is to match the needs of each individual child placed in our care in collaboration with the professionals involved with that child. We will be following agreed referrals criteria as part of our partnership work with the local authority. Wherever possible admissions should be planned with the participation of family and professionals.”*

We deliver care to children of all genders aged from 6 to 12 years old.

Typically, from a local authority perspective, our children may require intensive support and need a period of stabilisation before being placed elsewhere. We understand that this means child may exhibit one or more of the following: -

- Behaviour that challenges, including verbal and physical challenge.
- Self-injury or harm.
- Attention Deficit Hyperactivity Disorder (ADHD).
- Language/ communication difficulty or delay.
- Autistic Spectrum Disorder (ASD) including Asperger's Syndrome
- Oppositional Defiant Disorder (ODD)
- Attachment difficulties or disorders.
- Mild to Moderate Learning Disability.
- Mental Health or emotional wellbeing needs.
- Issues with exploitation or gang related activity or coercion
- Issues associated with puberty.

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## **8.1 Admission Process.**

All referrals should be directed to the Home Manager of the home or in their absence the Responsible Individual.

When children are referred to Felix House it is very important to us to ensure that they are the correct match for the child currently residing in the home, the community around us and that we as a staff team can meet the needs of the person being referred. We do this by our staged admission process:

### **Referral Criteria and Sources**

All referrals will be via the Council's Central Resource Team. The Service is for children in care who meet the threshold for support needs as identified by a social work assessment of need and agreed by Suffolk County Council's Central Resource Panel.

Each referral will include a young person's profile and will detail.

- Category of accommodation and support service required
- Date of commencement
- Preferred location

### **Referral Processes**

Referrals will be made to the Children's Home manager and RI via the Central Resource Team of Suffolk County Council with the approval of SCC Assistant Director for CYP. They will be made using the following SCC Referral Forms:

- Central Resource Team Request Form
- Child's Profile
- Central Resource Panel Request Form
- Risk Assessment

The Registered/House Manager or Responsible Individual will initially assess the referral papers and decide if there is any information that means the referral is or is not appropriate for the home and this is undertaken in collaboration with external professionals.

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An impact risk assessment is started which helps us to look at matters such as can the home meet the needs of the child being referred? What is the impact on the current child and what would the risks be? The impact risk assessment is informed from discussions with the referring local authority and any other relevant party and the referral papers. Where possible referral papers should include an Education, Health and Care (EHC) plan, educational reports, details of medical needs, a current local authority care plan, a social care report, specialist and/or professional report(s) as appropriate, a chronology of significant events and any current risk assessments.

Once the impact risk assessment is complete the Manager dealing with the referral will have a discussion with the Responsible Individual and may seek additional input from the Senior Leadership team at head office.

At the point that the home and the local authority feel the referral should be progressed an assessment visit to or from (as appropriate) the child will take place. This should only take place if both parties feel at this time that the referral is likely to have a positive outcome to avoid any unnecessary rejection to the child. The Children's Guide to Felix House should be presented to the child and an opportunity for open discussions and questions created. Differentiated and differently formatted guides can be made available if required.

Formal offer of placement, terms and conditions extended to the Local Authority.

When a child moves into the home; admission arrangements will be tailored to the needs of the child but there will always be a welcome basket in their room and something that they like to eat available either as the main meal or ready to cook if they are arriving outside of the usual mealtime. Another copy of the Children's Guide will be issued if required, and complaint procedures explained.

## **Discharge Processes**

Discharge is only by agreement with SCC Assistant Director for CYP and manager of the responsible social work team and following collaboration with the team around the child

The minimisation of evictions, abandonment and people leaving under notice will be a priority and we will work with our partners in Suffolk to maintain placements wherever possible.

If a young person is at risk of their placement ending, we will inform their lead worker as early as possible to ensure support and services can be put in place to avoid a placement ending. This will also include cooperation and collaboration with locality or

County initiatives to facilitate moves between services to sustain a person in accommodation.

### **Response Time and Prioritisation**

Upon receipt of an emergency referral the home management team shall within one hour inform the Central Resource Team if accommodation and support are available.

Upon receipt of a standard referral the home management team shall, on the same working day, inform the Central Resource Team if accommodation and support are available.

Following confirmation of the placement, a placement planning meeting will take place between the social care worker, child and member of the homes management team within 72 hours and Child in Care meeting (CIC) arranged.

## **8.2 Emergency Placements**

We endeavour for the welfare of the child being referred to have planned admissions at the home however, it has been our collective experience as a team that currently most child being referred are in urgent need of a placement. Consequently, this does not allow time for the full admissions process and particularly the transitions process to be completed.

We understand that at times there is a need to move child from or to placements quickly. When this is the case, we will work closely with the Local Authority to ensure the child is central to all decisions made.

When a referral is made in an emergency, we will always seek to ensure we follow our admissions process as closely as possible to ensure that all children are safeguarded appropriately.

In cases of emergency admissions, we ask that there are always the details of an allocated social worker shared and that we are provided with emergency contact details. Alongside this we insist that the person bringing the child remains as long as is required to settle the child in. In addition, we expect to have a date for a planning meeting arranged prior to the child arriving at the home.

### **8.3 Register**

An Admissions and Discharge Register is kept providing a log of all children who are currently or have previously been resident in the home. This will be available for scrutiny during inspection or as part of a Regulation 44 visit.

### **8.4 Notifying the Host Authority and Police of New Placements**

The Local Authority will not need to be notified of all new children arriving in the home as they will only be Suffolk children residing in the home

We are building links with our local community policing team and missing person's liaison officer who work proactively with the children in the home.

If a child is suspected of being a victim of sexual exploitation, then the host authority and local police will be notified prior to the admission of a child.

If the child has a significant history of going 'Missing from Care' local police will be notified and we will ensure that we have a planning document in place so that all information about them is to hand if they should be reported missing.

### **8.5 Statutory (CIC) Reviews**

The Statutory Review meeting takes place one month after the child comes into care, after a further three months and then at six monthly intervals. Statutory Reviews ensure that the plan for the child is working and identify what needs to be done, and by whom, to achieve the Care Plan. The Statutory Review decides whether Felix House remains the best placement for the child.

We work closely with the team supporting every child including their social worker and Independent Reviewing Officer, to ensure that we are all working together in the best interests of the child at all times.

## **9. Location/ Environment**

The property is a spacious 3-bedroom semi-detached town house, located in the centre of Felixstowe, Suffolk, a small seaside town in east Suffolk. The house is within walking distance of the beach, parks and a sports centre, swimming pool and theatre. The shops are situated at the end of the road and there is a cinema and train station a short walk from the home offering a rail link to Ipswich and onward travel to Norwich and London.

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Ipswich, a 15-minute drive away, offers a wide range of activities such as cinema, dry ski slope, large public swimming pool, local golf courses and is the home of Ipswich Town Football Club - it also has a large general hospital and lots of parks and public open spaces.

Felixstowe has a vibrant community with an annual carnival, outdoor festivals, fireworks displays and a variety of traditional seaside activities.

Felix House has several primary schools within a short distance of the home and the town has one modern high school serving the town. There are a variety of alternative education provisions within the Ipswich area accessible by car.

We support the child to connect with peers and residents in the local community through; leisure time, shopping, youth groups such as scouts and guides, sports/art/craft and social clubs.

### **9.1 Accommodation**

The home offers spacious and modern accommodation over three floors and is situated on a quiet residential street.

We have taken great care to design both a sustainable and comfortable living environment and the lounge and Games Room are furnished with comfortable seating areas and TV.

The ground floor has a small, enclosed garden but it complemented by a beautifully light sunroom with a seating area with an arts/games area, which are connected by doors meaning that the ground floor is dedicated to play and leisure. It can also be used where children can do their homework and undertake quieter activities. There is also a staff bathroom and storage area situated on the ground floor. The main room downstairs is a games room area built of gaming and also the use of a sleep in room for staff when on shift.

On the first floor is a lounge/dining room and a kitchen. There is also a separate office space designed for staffing needs and also to keep private documents and information confidential and safe.

On the second floor there are 2 bedrooms for children, with sleep in room for staff, and a young person's bathroom, all accessible from the landing.

The bedrooms give each young person their own safe and comfortable space which they can personalise. Child will always benefit from the privacy of their own room.



Each room contains, a bed, a desk, a chest of drawers, a wardrobe or built-in cupboard and a TV. Children are encouraged to personalise their bedroom and will be supported with a suitable budget and the help of their key worker.

Day to day life is about living and working together in a positive and calm atmosphere.

## **9.2 Searching of Child's Bedrooms**

At Felix House we respect the need for privacy and will always offer the child the opportunity to hand over any illicit items they are suspected of having and communicate this to them in a way that they are able to understand.

However, if a child is believed to have illicit or un-safe items in their bedroom, then with the agreement of the Registered Manager or Responsible Individual the child's bedroom may be searched.

This must be recorded detailing the reason(s) why and the outcome; the child will be offered the opportunity to be present throughout the search exercise and should be conducted by one person with another observing.

## **10. Contact with Family and Friends.**

Wherever possible and per individual care plans, we promote frequent and sustainable contact with family members, significant people and friends.

Planned visits are welcomed at Felix House, we do ask that, when possible, visits are outside of school times (school times are: 9am-3:00pm) unless in school holidays.

Children may invite their friends to the home after school hours and at the weekends but are encouraged to socialise in communal areas where staff can monitor their interactions and will not be permitted to take anyone to their bedroom. It may be possible for family members to come for a meal, but this would of course be following risk assessments and discussion with the child and their social worker. This would also need to be with the agreement of any other children who are living in the home.

In line with legislation all visitors to the home will be asked to sign in and out providing identification.

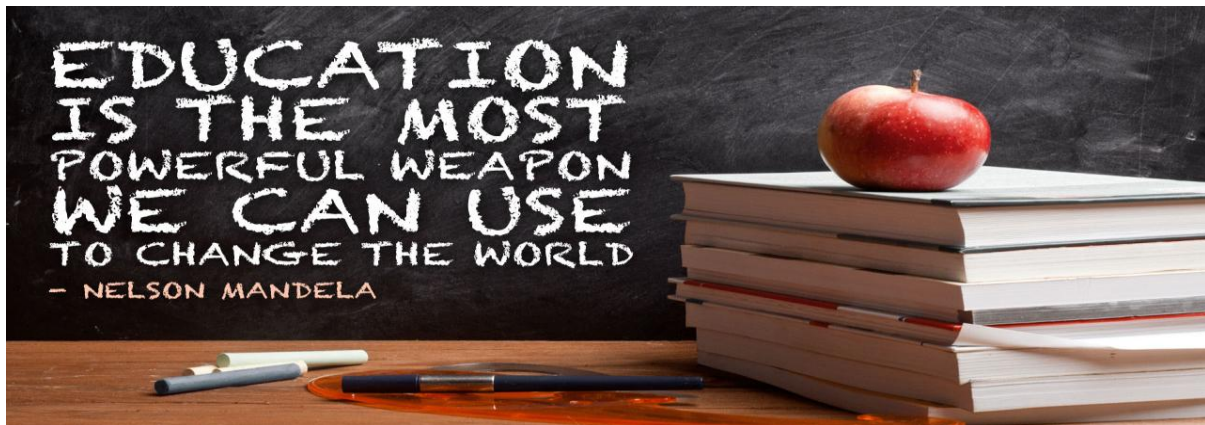
## 11. Daily/Weekly program.

At Felix House we believe in having a positive structure in place for our children. The homes manager will provide a weekly plan which is individualised for each child.

When children complete planner tasks and attends school or their education sessions, they can earn reward money towards a day out as a positive incentive.

The weekly planners include optional leisure activities on offer during the week and at weekends. Children can request activities they would like to do in the weekly house meeting, or during day-to-day conversations with staff/keyworkers.

### 11.1 Education



Felix House does not currently offer education on site although if individual tuition is taking place this may happen in the home. Each child within the home has an individual plan which will detail their educational interests, hobbies, and individual needs. If the child is not in education when they arrive or they need to transfer provisions, we work with the placing authority and the host authority to find a provision that meets the individual needs of the child as quickly as possible.

We expect all children in the home to be positively engaged in education between 9am and 3:00pm Monday through to Friday. Free time to socialise is only available outside of school hours or during school holidays.

Children who have special educational needs will be supported following the guidance and details in their personal Education, Health and Care Plan.

If a child can continue education in their current provision, we will endeavour to support the continuation of the placement and transport them to that location.

Children are supported to complete their homework in a timely manner and to engage in extracurricular activities where available, and each bedroom will have a desk for children to use or they can use the quiet room.

## **11.2 Mealtimes**

Mealtimes are one of our favourite times in the home, and we always do our best to sit down together, catch up and enjoy our meal. We like to try new foods and are fortunate to have some amazing cooks working in the house. We love it when children share the preparation of meals and the clearing away after. At Felix House we want children to enjoy the company of those around them and feel that sharing the experience of eating together, trying new foods, and experimenting with recipes provides an excellent opportunity to do so. To this end we discourage children from eating in their bedrooms.

We are creative at making sure everyone is happy with the weekly menus and if needed can meet a range of dietary requirements. These are discussed and agreed on a 2 weekly basis where they can be adapted or changed around once agreed.

We always have access to healthy and fresh snacks and with the support of staff; children can prepare themselves hot snacks or meals.

The kitchen is always accessible, although staff supervision will be in place to ensure that children are eating a healthy and balanced diet.

## **11.3 Activities, Enjoyment and Achievement**

We want our children to experience a fulfilling and rewarding social program, offering opportunities for shared experiences, building relationships, appropriate risk taking and importantly opportunities to have lots of fun.

We ensure that each child can follow their own interests, hobbies and pastimes as well as having the opportunity to explore new interests.

Children play an active role in the running of the house such as preparing and shopping for meals and keeping their bedrooms clean and tidy.

We are lucky to have access to coastal, urban and rural environments meaning social, cultural and spiritual opportunities are all close by. In the evenings and weekends children are encouraged to participate in social, artistic, and sporting activities.

Exercise through both individual sport and team games is an important part of our ethos. All children are encouraged to reach a level of fitness that matches their ability and interest. Sport can be enjoyable whilst promoting responsibility, discipline, and structure. The exhilaration of success must be balanced against the reality of difficulty

and challenges. Children are encouraged to maintain positive attitudes about participation and effort.

## 11.4 Active Participation and Children's Rights

At Felix House we recognise the importance of the Children's Rights and the legislation that underpins this.

Without judgement we undertake to:

- Provide a good standard of living, health care, education and services, and to support play and recreation.
- Protect children from abuse, neglect, exploitation, and discrimination.
- Promote participation in communities and have programs and services for themselves.

We place a specific emphasis on a young person's right to have.

- Freedom of speech
- Freedom of thought
- Freedom from fear
- Freedom of choice and the right to make decisions
- Ownership over one's body.

We understand that children who are in residential care may feel disempowered; we aim to make child active in their life choices and able to have a say in the environment surrounding them.

We do this by:

- Being involved in the recruitment of staff, having the chance to talk to interviewees and give feedback to the Registered Manager.
- Weekly house meetings attended by children and staff; special guests may be invited with agreement. In the meetings children and staff discuss the general running of the house, feedback on care, complaints, concerns and compliments, the weekly activity schedule, the weekly food menu and finally to put forward ideas and requests. We seek to highlight and value examples of kind and caring behaviour and discuss any concerns relating to social interactions including, when appropriate, bullying.
- We have an idea and interest's folder where staff and children can add and find suggestions of activities and events in the local area.
- Talking and listening to children; mealtime discussions, 1:1-time, key work sessions, settling time.
- We arrange several internal activities and outside visits, during school

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holidays an activity and holiday program is planned in conjunction with the child.

- Children can meet and talk in confidence to Ofsted inspectors at inspections, local authority personnel who may conduct monitoring visits and to our Regulation 44 visitor who comes each month.

## 12. Personal Allowances and Budgets.



### 12.1 Pocket Money.

Each child will receive a weekly allowance which varies according to age; usually this will be on a Friday after school. The child may wish to spend their money weekly or save towards more expensive articles. Key workers will support children in developing budgeting skills and discuss what they purchase with their money.

#### **5-12 years: £5.00**

In addition to a receiving Pocket Money, children can earn some additional money through an incentive scheme/sticker chart. This will be dependent on age and their ability to understand/learning and what they may require. This is to reward positive changes to their life.

It will be age dependant whether children will spend their own money, or a staff member will be with them to support spending. Any child known or found to be purchasing illicit items (drugs, alcohol etc) will impact how their money is spent.

Children who require an allowance for agreed activities, transport or meals will be allocated an additional budget. Children will have additional money put into a savings account each week.

## **12.2 Clothing and Toiletry Allowances.**

The child will receive a monthly clothing allowance and a toiletry allowance which may be increased according to specific needs. Children can access their allowance throughout the month supported by their key worker, this will be spent with a staff member.

Children who require school uniform will, at the beginning of each term, work with their key worker to compile an inventory of what they currently own and its state of repair as well as a list of what they require. Individual budgets will then be allocated to ensure children appear presentable and adhere to the school's clothing requirements.

## **12.3 Emergency Clothing.**

If children on arrival, do not have sufficient clothing Felix House will ensure they are provided with an adequate supply of suitable clothing. All emergency clothing will be invoiced to the placing authority.

Please see policy on personal budgets, pocket money and allowances.

## **13. Safeguarding, Child Protection & Children and Young People Missing from Care.**

Caring for children is central to everything we do. We actively supervise, monitor and engage with children to ensure they receive the best care possible. We ensure that an appropriate response is made to all allegations or suspicions of abuse.

Our packages of safeguarding measures include.

- Creating and reinforcing a distinctive culture of quality care for child - these flow from the leadership of the Registered Manager and involves the determined pursuit of outstanding practice.
- Actively seeking the views of children resident in the home whilst ensuring all levels and types of communication are catered for.
- Making sure that children know how to bring things to attention both internally through the home's policies and procedures and externally through appropriate agencies.
- Ensuring children know how to keep themselves safe outside the home and while using the internet and social media (see independence program).
- Intervention and investigation by the appropriate supervisor whenever

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there are concern about staff performance or standards.

- Employing enough suitable people through our Safer Recruiting procedures to look after the children including night-time cover.
- Providing comprehensive and ongoing staff training.
- A supervision structure that includes ongoing one-to-one supervisory meetings and performance appraisal.
- Available and accessible policy documents that provide a reference point and clearly set out guidance to all staff.

All policies can be accessed electronically on the shared drive and every member of staff has this link. A printed copy of any policy can be created but the most up to date version of all documents is within the shared drive folder.

## 13.1 Missing Children

**If you believe that a young person is at immediate risk, details should be reported immediately to the Police as a 999-emergency call and the Registered Manager informed without delay.**

During the admission process children will be assessed as to the level of supervision they require. Some children may have access to unsupervised/ free time outside the home, for example to walk to and from school or to play sports in the local area. Unsupervised/ free time should have a purpose and be part of the child's agreed risk assessment. If there are significant changes to the child's presentation or incidents where the child has gone missing the risk assessment should be reviewed.

Where it is considered that a child may, or has gone missing, we would act in accordance with our policy and any individual risk assessment that is in place.

Our first actions would be to notify Police 101, the Placing Authority, and the Registered Manager, conduct a search of the immediate premises including the missing child's bedroom, and then if necessary and considered safe to do so widen the search parameters to include the local area, favourite locations or known 'Hot Spots'.

All the children who live at Felix House are considered vulnerable, consequently we would contact the police to inform them and seek their assistance with locating the missing person.

We keep all child's details readily available, including a photograph and important information such as medical needs, as well as specific areas of vulnerability which would help the searchers to locate the child.

At the earliest appropriate time we would inform parents/carers (if appropriate to do so) and the placing authorities of the circumstances and actions taken.

When felt necessary, Ofsted would be informed by the Registered Manager as a regulation 40 notification.

A comprehensive chronology of events would be maintained including an entry into our missing from care report.

At the conclusion of a missing person incident and following safe return of the child, at an appropriate time they will be asked to complete a debrief/ discussion and their social worker or appointed independent person will visit to undertake a missing from care return interview to try and understand the reasons that they went missing.

All children will be welcomed back into the home and staff will ensure they are offered medical support, something to eat and drink as well as having clean clothes available to them.

When the child is safely returned to the home, all parties will be contacted, and a staff debrief completed. Any suggestion of abuse would be referred immediately to the Police and their social worker (unless there was an allegation against a member of staff which would go to the Local Authority Designated Officer -LADO), with a Regulation 40 Notification to Ofsted taking place.

Following an incident of a child being missing from care for the first time, regularly or for a prolonged period, a multi-disciplinary meeting will be convened by the local authority to review the care and support package in place for the child as well as their risk assessment and placement plan.

## **14. Recording and Reporting.**

In line with statutory guidance each young person will have a case file which will include Local Authority Care Plan/ Pathway Plan, CiC documentation, Education Health and Care Plans, reports, and other important information. Children have the right to read their files; in some cases, they may need support to access this information so this should always be a planned session to ensure that support is in place for after information has been accessed which may be distressing or emotive. It is the responsibility of the Registered Manager to ensure that the requirements of the child's care plan are implemented on a day-to-day basis; this is recorded in the child's placement plan. The child's key worker will work with them to ensure they understand the content of these documents and the reasons behind decisions made about their care.



Prior to the young person's CiC review the Key Worker and Registered Manager will prepare a report on the child's progress, targets, and current challenges. The child will have the opportunity to add comments to the report.

## 14.1 Care Plans

Each child will have an Initial Care Plan completed by the Registered Manager on admission; this will be reviewed at the planning meeting held within 72 hours of the child being resident in the home and monthly thereafter. Care Plans will be subject to interim reviews if the needs of the child change.

Care plans detail how the staff at Felix House plan to meet the needs of the child as detailed in the Local Authorities Care Plan.

## 15. Dealing with Complaints, Representation and Advocates

Children, parents, carers, advocates, and others who encounter the home have legitimate rights to express concern or make complaints.

All children resident in the home receives a personalised copy of our Children's Guide during the introduction phase and again when they move into the home which in an accessible way explains the complaints procedure.

Felix House gives children the opportunity to express their views at the home's weekly meeting (SAT CHAT's) as through S&T (suggestions and thoughts) concerns box and during conversation and sessions with their key worker, and we hope that any concerns would be resolved satisfactorily using this informal process.

The child's Key Worker will ensure that the child knows how and feels able to complain about any aspect of their care. Staff will ascertain whether a child requires assistance to complain, and this will be recorded in their placement plan.

We will always respond to complaints. Our complaints policy outlines detailed procedures to be followed and distinguishes between.

- I. A Concern or comment,
- II. A Complaint or
- III. Formal (usually written) Complaint

However, all complaints are taken seriously. If children are unhappy in any way at all, they are encouraged to let staff know straight away and an 'I want you to know' form is at the back of the Children's guide or available within the home.

Should any complaint reveal any issue for which other procedures exist, (e.g., Child Protection) it will be dealt with under those procedures rather than as a complaint.

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All child protection complaints or issues identified will involve external notification; bullying will be dealt with under our policy guidelines.

Irrespective of any internal procedure the child can involve their social worker and/or external agencies, Child line, Ofsted, and the Reg 44 visitor at any time during the complaint process/investigation.

Our policy outlines the procedures to be followed in all complaints. It specifies how people can complain, and short timescales are attached to each stage to ensure all investigations are completed in a timely manner and that complainants have the confidence they have been listened to and that action has been taken to a level they find satisfactory to bring about an appropriate and amicable resolution.

The Registered Manager monitors all complaints or concerns and formally reviews each incident/investigation. If the complaint relates to the Registered Manager, then the Responsible Individual will address the complaint, and if the complaint is in relation to them then this will be dealt with by member of the head office Senior Leadership Team.

The Independent Person monitors all complaints monthly and clear records will be kept. Comments, complaints and compliments will be reported to the Board of Directors once a month.

The Registered Manager will supply to Ofsted, at its request, a statement containing a summary of any complaints made during the preceding twelve months and the action that was taken.

The Comments and Complaints forms are kept in the lounge as are the telephone numbers of help lines.

**Child line: 0800 1111**

**NSPCC: 0808 800 5000 or [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

**Children's Commissioner for England, Dame Rachel De Souza: 0207 783 8330**

#### **Help at hand service**

1. By calling 0800 528 0731 from 9am to 5pm, Monday to Friday (secure voicemails can be left outside these hours).
2. By emailing [help.team@childrenscommissioner.gov.uk](mailto:help.team@childrenscommissioner.gov.uk)

Online: [Get in touch | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](#)

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In addition to help lines each young person has the right to make a complaint to:

**OFSTED.**

**Piccadilly Gate, Store Street, Manchester M1 2WD. 0300 123 1231**

## **15.1 Advocates**

Felix House supports each young person to access independent advocacy. If their Local Authority do not subscribe to an advocacy service Felix House will ensure advocacy is available through the Suffolk Advocacy Service.

Every child in care has the right to advocacy from someone independent to help them express their views or make a complaint. An advocate can help a child make a complaint or any other representation about their care. Felix House ensures that our children know that they have the right to talk to an advocate who is totally independent of their care provider. Some children may not have heard of an advocate so we ensure on admission they are informed what an advocate is and how and when an advocate can help them. An advocate will work with the child on a one-to-one basis to make sure their thoughts are heard and considered when decisions are being made about their life.

All children are also provided with information about how to contact the Children's Commissioner and the Suffolk County Council Engagement Hub which includes the Looked after Children's council and activity group.

## **16. Behaviour**

At Felix House we follow the recommended framework of Managing Challenging Behaviour (MCB). We seek to understand the motivators and communications behind behaviour in order to support the child.

We establish an objective for each young person as part of their placement plan in collaboration with the child, their family or carer and the professional team supporting them.

Goals are agreed with the child as well as a framework for review. Achievements and successes are praised and celebrated and, where appropriate, rewarded.

## **16.1 Consequences**

At Felix House we use a system called Record of consequences and conversations. This system supports the child to invest in their consequence and take responsibility for their actions followed by any negative behaviour. This supports the child to reflect and make positive change. Staff will sit down with the child, discuss what's happened and together be creative to come up with an appropriate consequence.

Looking at the consequences and/or possible consequences should provide opportunities for learning by participants with the emphasis on "learning rather than punishment". Learning starts with the individual concerned and involves others as much as is possible. Incidents and unacceptable behaviour should be available for discussion in a debrief following any incident, where the emphasis is on learning and support.

## **16.2 Surveillance and Monitoring of Children.**

We monitor children to keep them safe, but this support should never be oppressive nor intimidating. We do not have any form of electronic surveillance in the home.

## **16.3 Physical Intervention.**

Our culture of nurturing happy children pushes any thought of physical intervention to the very bottom of our list of options.

Physical intervention will only be used as a last resort to protect the child or to protect others and to prevent serious damage to property. This would be for the minimum period necessary to allow de-escalation and the return to a steady state. Staff are trained to recognize the elevated risks associated with physical intervention.

Patience, verbal communication and encouragement, and non-verbal de-escalation are always our first thoughts. Regular, quality-controlled training help our staff to adopt the least intrusive form of intervention and to adapt their approach according to circumstances, age and the development range of the child. A gradual graded system of response ensures that all factors are considered in line with our ethos of care.

Felix House has chosen IKON as the Physical Intervention training to be used when necessary. The principles of this system are:

To uphold personal, professional integrity through a legal, ethical, and moral approach. Physical Intervention during an incident is a last resort and will only be used:

- When a child is placing themselves at risk
- When a child is placing other people at risk
- When there is a threat of serious damage to property

The degree of Physical Intervention will be the minimum necessary and reasonable and proportionate to the child's presenting behaviour.

Positive intervention and appropriate strategies will be identified in the child's Behaviour Management Plan and Risk Assessment and will be used to avert the need for restraint.

The child's rights and dignity must be always upheld.

Pain must never be used.

No harmful techniques, either physically or psychologically, can be used.

All Felix House staff will undertake physical intervention training as a priority, with a pre-requisite being that they are also trained in First Aid awareness and positive communication as part of their induction. Staff will access a refresher course annually.

Physical intervention is never used as a punishment or to force compliance with staff instructions.

This type of situation is never easy for the child or the member/s of staff. We make sure that every support is given to all concerned so that we reinforce our culture of care and learn from the experience through debriefs both with the child and the staff involved.

A detailed record of all physical interventions will be maintained in accordance with legislation and will be scrutinised by the Registered Manager to ensure that the rights and dignity of the child were always upheld. This will also be available to the independent visitor and any inspection teams.

## **16.4 Bullying.**

We aim to ensure that children do not identify bullying or peer on peer abuse as an issue at Felix House; the staff team have a consistent response to counter these issues and take all reports of any incidents seriously.

When children first arrive, their Key Worker will talk to them about what peer on peer abuse means and how they can report an incident of bullying; the child will receive a copy of the children's guide with further information.

At Felix House we ask children to use the communal areas to socialise so that staff can discreetly monitor all interactions. Child are discouraged from entering each other's bedrooms and may only do so if a member of staff is available to supervise.

To reinforce the caring environment, we have weekly 1:1 Key Worker time. At each weekly meeting the child will be encouraged to discuss or comment on their relationships with others in the house, this is an opportunity to discuss and reflect on their relationships with peers and staff.

A record of any observations or reports of peer-on-peer abuse will be kept, as well as what the response to this was.

## **16.5 Disruption or Risk Management Meetings.**

If a child's behaviour is having a significant impact on their welfare or that of any other person at Felix House, a disruption or risk management meeting will be convened at the earliest opportunity. The purpose of the meeting would be to review the stability of the placement and to look at strategies to support the management of the child or to inform future planning.

## **17. Health**

All children at the point of admission will be registered with the local Doctor's Surgery, Dentist and Opticians, arrangements will be made for necessary visits and statutory reviews.

On admission to the home, social workers and parents will sign consent forms enabling staff at Felix House to administer homely remedies and prescribed medication and to make decisions on emergency treatment when they are either unable to or not in a position to contact the social worker, emergency duty team or the young person's parent or carer.

Felix House follows its rigorous 'Administration of Medication Policy'. All medication is stored in the staff office in secure locked cabinets or in a locked refrigerator. Staff keep a written record of all medication administered, first aid or treatments given during the child's placement.

All staff are first aid awareness trained during their induction and then have a practical first aid session when they are in their probation phase. There will always be always one first aider in the home.

Felix House provides age-appropriate information, advice and support about health issues such as diet and nutrition, physical activity, emotional wellbeing, puberty, drug and alcohol use and the impact of being in a family where this happened, smoking and healthy relationships and can signpost children to further services, make appointments and attend with the children if required.

Felix House supports learning about healthy choices and managing risk, empowering child to make healthy lifestyle choices which will affect them throughout their lives.

Felix House engages in multiagency working to plan services and promote wellbeing with several provisions such as CAMHS (Child and Adolescent Mental Health Services), Community Paediatricians, Occupational Therapy, Speech and Language Therapy, and Outreach Services.



## 18. Staffing

At Felix House we believe children's positive experiences and investment in the home is rooted in the quality of interactions between themselves, carers, and professionals within the home.

Our thorough and detailed recruitment process ensures that we provide the highest quality, experienced and knowledgeable staff team.

Children are allocated a key worker and will have planned 1:1 time each week to raise any concerns or issues they may have. This time may be used to work on the goals & targets and independence skills.

Outside of the managed interaction framework children are free to approach any member of staff with a problem or issue at any time without fear of rebuke.

Our dedicated teamwork with the Homes Manager to ensure the highest standards of care and support are always maintained.

We provide high levels of staff involvement throughout the 24-hour day, having staff available when needed to support children in their educational provisions and using

permanently employed waking night staff to ensure continuous safeguarding and support for our child. Individual night-time support can be provided with agreement from the Local Authority.

## **18.1 Management and Staffing**

The Home Manager is responsible for Felix House Children's Home. He is currently supported by a team who between them provide cover in the home. A 24 hour on call service is also in place to ensure that the team feel supported and can ask for advice at any point.

The staffing rota provides flexibility to meet the needs of the individual children. The number of workers varies depending on the number and needs of the children. There will always be a minimum of two staff on shift, rising to three staff when required. 1:1 staffing is available at an agreed fee as required or commissioned by the young person's Local Authority.

In addition to routine supervisory guidance where care staff undertake formal, timetabled, one to one meeting with their supervisor; they are subject to annual performance appraisal, group supervisions and team meetings.

## **18.2 Training**

Our Head office keeps records of all training undertaken both prior to commencing employment and whilst employed.

Mandatory training includes Child Protection and Safeguarding, Infection control, First Aid at Work, Data Protection (GDPR), Equality and Diversity, health and safety, fire safety, policies, and procedures, reporting and recording, care practice in the home and positive behaviour support.

We will also be incorporating specialised training for our staff in the form of CCE, CSE, County lines, safety planning/mapping and appropriate relationships.

We would also look at bespoke training if we were to accommodate a young person with a particular need, this could include autism awareness or a specific allergy for example.

Staff need to complete an induction session, and they will then progress to their probation period which follows a clear programme with timescales and expectations

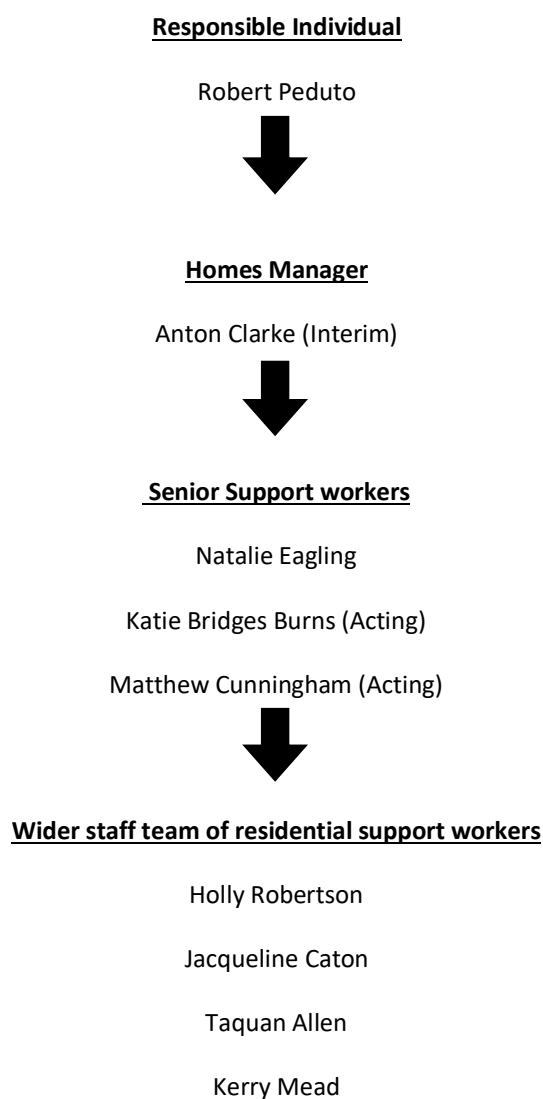


explicit from the outset. This ensures that all parties understand the required standards and expectations, and how this will be supported.

All substantive staff will hold the level 3 children and Child's Workforce Diploma (or equivalent) or be in the process of undertaking it.

Additional training- Felix House will provide an annual training program for all staff and seek, when possible, to facilitate any additional sessions that may be requested.

## 18.4 Management Structure and Supervisory Responsibility



## 19. Health and Safety

Our home includes a fire protection system that is checked within the legally required schedule and maintained to requisite standards; regular fire drills take place to ensure understanding and develop a safe routine, a record is kept of when fire drills occurred.

On the arrival of a new child, evacuation procedures will be explained, and a fire drill will be conducted.

The premises are frequently inspected and monitored to ensure a high standard of presentation and that all Health & Safety requirements are met.

There are daily, weekly, monthly health & safety checks to ensure the building and contents comply with health and safety requirements.

In the event of an emergency the staff on duty will raise the alarm and when necessary, facilitate the evacuation of the building, in accordance with the policy and procedure. The appropriate emergency services will be called, and the Registered Manager informed without delay.

Following Global Pandemic of Covid 19 good Hygiene continues within the workplace with regular hand washing and/or hand sanitising. Touch points throughout the home will be regularly cleaned within daily tasks.

Disposable hand towels in downstairs toilet must be refilled when needed. Hand towels in upstairs children's bathroom to be replaced

Government guidelines will be followed if any further outbreaks relating to Covid19 occur.

## 20. Contact Details

<b>Registered provider:</b>	CF Social Work Ltd
<b>Operating Address:</b>	CF Social Work Ltd 3-4b K Line House, West Road Ipswich Tel: 01473 725794

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**Responsible Individual :** Robert Peduto– [robpeduto@cfsocialwork.co.uk](mailto:robpeduto@cfsocialwork.co.uk)

**Home Manager:** Anton Clarke (Interim) – [Anton@cfsocialwork.co.uk](mailto:Anton@cfsocialwork.co.uk)

### Appendix 1

Job Title	Start Date	Qualifications	Experience
<b>Responsible individual</b> Robert Peduto	25/11/2024	<p><b><u>Previous Qualification History</u></b></p> <p>Supervision, Appraisal &amp; Managing Staff – Level 2 – Nov 2024</p> <p>PACE Awareness – Dec 2024</p> <p>Designated Safeguard Lead – May 2022</p> <p>BSc Joint Honours – PE, Sport Science &amp; Psychology – 2:2 2005</p> <p>A Level Psychology A Level Sociology A Level Human Biology 2002</p> <p>AS Level Business Studies June 2001</p> <p>CF Group Mandatory Training Matrix – Fully Compliant – Nov 2024 - onwards</p> <p>Previous CQC Registered Manager</p> <p>Previous Controlled Drugs CQC Responsible Person</p> <p>All records held on CF Group HR file.</p>	<p>15 + Years experience across operational roles within Health &amp; Social Care.</p> <p>Roles covered include Service Management (NHS), Head of Healthcare – HMP Norwich, Head of Operations – Children’s Crisis Management, Family Support, Residential Homes, and Agency.</p> <p>Praised by colleagues and stakeholders for attention to detail, responsiveness, analysis, and collaborative working within both Health &amp; Social Care Services.</p> <p>Adept at quality and assurance compliance, audit creation, contract management, health &amp; safety, recruitment, risk management, governance, procurement, and development of new Services &amp; Residential Homes for Children &amp; Young People.</p> <p>Experience in CQC &amp; OFSTED inspections, registration and general enquiries and communications.</p> <p>Previously Designated Safeguarding Lead with a sound knowledge of policy, procedure, and mitigation to ensure the safety of all.</p> <p>Excellent at building rapport with young people, promoting positive behaviour, person centred and the teaching of life skills to ensure the most positive of outcomes for those supported.</p> <p>A hugely experienced senior operational manager entrusted in supported the Registered Managers and the Residential</p>

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			Home staff in achieving a minimum of “Good”, the intention of “Outstanding” in a safe and fulfilling environment
<b>Homes Manager</b> (Interim Anton Clarke)  Director of Children’s Services	NA	NA	NA
<b>Senior Support Worker</b>  Matthew Cunningham	22.06.24	Qualified Independent Domestic Abuse Adviser  Some of my other training includes Honor Based Abuse; Violence Against Women and Girls, Male Victims of Domestic Abuse (RESPECT) Risk Assessment, Safety Planning, MARAC Training Signs of Safety and Wellbeing Safeguarding – Understanding the Family’s Journey, Lone Working Training (Suzy Lamplugh Trust), Substance Misuse Training, Equality and Diversity, Asylum Process and Legal Support.	<p>I have been working with families and young people within the social care sector for the past 13 years.</p> <p>My first experience being in this industry came when I volunteered with Anglian Care Trust (ACT) as one of their Support Needs Worker for children in foster placements. Later, ACT became my employer, and my new role was as a Family Support Officer, still working with families and young people with a diverse range of needs and expectations - in this role I found my passion for caring for, advising, and guiding others and advocating for the people who needed support the most.</p> <p>I completed a diploma to become a qualified Independent Domestic Abuse Adviser (IDVA) to be able to work with high-risk families and young people who have experienced domestic abuse. Helping people to understand how to keep safe is another one of my top priorities. As an IDVA I have worked in several Multi-Agency Safeguarding Hub teams, alongside Social Care and the Police to help safeguard and reduce the risks to vulnerable families. I am a qualified Safe Lives program facilitator, training frontline workers who are working within domestic abuse.</p> <p>I have also been a Team Leader and Supervisor which gained me a Project</p>

			Management qualification, working with, and supporting a brilliant team who looked to me to motivate, oversight and reassurance. My other roles and responsibilities include managing refugees, supporting families and young people to flee domestic abuse whilst continually reassessing their safeguarding needs.
<b>Acting Senior Support Worker</b> Katie Bridges-Burns	02.06.23	A Level Sociology- B  Health and Social Care- Distinction  Child Care Learning and Development- Distinction  BSC Psychology joint honours with Education Studies  Enrolled onto level 3/4	Katie left school and went to Sixth form college before going to Northampton University to study BSc in Psychology with Education Studies.
<b>Senior Support Worker</b> Natalie Eagling	20.03.23	Currently studying BSc (Hons) in Psychology with The Open University Certificate of Higher Education in Psychology and now has a diploma in psychology. NVQ 3 in Health and Social Care and level 3 technical certificate.  Enrolled onto level 4	Natalie worked for 3 years in a medium secure Psychiatric Hospital, also 2 years with the NHS in a rehab and recovery hostel for late teens and young adults experiencing mental health issues and drug induced psychosis, and 1 year working with a 5-year-old child who following a serious accident became quadriplegic. Natalie was trained by Addenbrookes hospital to provide Tracheostomy care for him. Natalie has also spent time doing domiciliary home for the elderly and community work with individuals experiencing mental health issues.
<b>Support Worker</b> Jacqueline Caton	26.06.23	NVQ 2 in Health and Social Care  Enrolled onto level 4	Jackie has worked in the healthcare setting since she was 18. Over the past few years Jackie has been working with young children/young adults with challenging behaviour and autism. Learning and understanding individuals needs and working to build and create day to day life with independence.
<b>Support Worker</b> Kerry Mead	07.03.23	Enrolled onto level 3 health and social care for children's residential care	With several years' experience working with young people at the YMCA Kerry has shown amazing committed to learning and development of the home she has worked in at our other home Tutum House. Kerry has felt this is an opportunity to explore a new challenge and time grow further develop her skills. Currently contributing to the well-being of children in a residential home, she brings

			growing expertise, empathy, passion and a commitment to creating a nurturing environment for young minds to flourish.
<b>Support Worker</b>  Holly Stevens	13.07.24	Enrolled on level 4	Holly has worked in a supporting setting for over 10 years and has excellent rapport with the young people who she supports. Holly has been a terrific addition to the team and has settled in brilliantly using her skills and knowledge to make the home more homely and be a key part of the team.
<b>Support Worker</b> Taquan Allen	30.07.23	Bachelor's degree Psychology with Dance July 2019 Level 7 diploma Counselling Psychology- 2021 CSE, communication and record keeping, Coronavirus, COSHH, Diet and Nutrition, Emergency First Aid, Equality and Diversity, Fire Safety, First Aid at Work, Food Safety, Health and Safety, Keep the Safe, Legionella Awareness, Medication Administration and practical competencies, Prevent, Safe Care, Safeguarding, Self Harm awareness  IKON training November 2023 with annual refresher	Passionate, determined and committed, are just a few words I'd use to describe my attitude towards work. Graduating with a 2:1 Honours in BSc Psychology, a level 7 diploma in Counselling, and ongoing studies towards BACP accreditation, I have been consistently striving toward beginning my journey in becoming a registered psychotherapist. The skills I have developed throughout my experiences are vast, ranging from analytical skills, great written/verbal communication, enhanced emotional intelligence, and organisational skills. Beyond my academia, I have been running a social media page named TaqTalks. On this page I blog, record videos, and illustrate small passages of advice to my audience. This, combined with my university experience has prepared me well for putting practice into action with a full-time job in the field.
<b>Regulation 44 Inspector (owner)</b> Vickie Healey Managing Director Changing Outcomes		NVQ Level 3 and 4 in Children and Young People, and NVQ Level 4 Leadership and Management	Working with vulnerable young people for over eighteen years has given Vickie extensive experience within various settings including Children's Homes, therapeutic communities, and inpatient CAMHS wards. She has been a registered manager three times, a responsible individual, and operations manager to name a few roles. Vickie has been completing reg 44 visits for over five years and has extensive training in therapeutic working including social pedagogy, dyadic developmental practice, secure base model, the 'community of communities' and was previously a qualified Positive Behaviour Support Coach and Practitioner.

			<p>Most recently Vickie became a director within an organisation overseeing many Reg 44 and Schedule 3 school visits every month. This has allowed her to have insight into various services and trends.</p>
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