



Arva House

Statement of Purpose – amended March 2025



Ofsted Registered URN: 2807812

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Appendix 1	Staff Qualifications.

Version History

Version	Amended by	Date	Comment	Ratified by	Date	Next Review
4	Andy Robinson	9/12/24	Updated with change of business (RI, RM, Reg 44)	Rob Peduto	10/12/2024	When amended or no later than 12 months post ratified
5	Andy Robinson	27.01.25	Updated with staff details due to resignation and new MOS	R Peduto	27/01/25	When amended or no later than 12 months post ratified
6	Andy Robinson-Watts	07.03.25	Updated with RM name change via deed poll / Addition of Independent Visitor's qualifications and experience.	R Peduto	07/03/25	When amended or no later than 12 months post ratified
7	Andy Robinson-Watts	26.3.25	Amendment to registration	Nina Livermore	26.3.25	When amended or no later than 12 months post ratified

1. Introduction

The Statement of Purpose describes the benefits and services enjoyed by the children living at Arva 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.

Arva House is a three-bedded residential home offering a high degree of nurture, boundaries and experienced caring staff. Carefully assessing, understanding and working with younger children who may or may not have a diagnosis of Autism, but do have a learning difficulty or complex need to support them to process early traumatic experiences. Our purpose is to provide a home where children can safely learn healthy relationship skills to carry into adulthood.

Children need to feel secure with their adults. Where children have not experienced the kind of sensitive parenting that promotes security and resilience, they will find it difficult to trust and will find it difficult to manage their thoughts, feelings and behaviour.

The home offers a family-feel environment where staff engage meaningfully with the children placed and one another. Understanding theoretical perspectives to enable staff to appreciate that children communicate their difficulties through sometimes challenging and difficult behaviours.

Staff understand how to meet the needs of the child before they resort to using challenging behaviour. Understanding functional behaviour allows our staff to offer a 'high nurture, high boundaries environment' where children experience healthy reparenting techniques. The team are trained to support children with complex needs, caring for children with Autism and who experience trauma and attachment related issues. Staff understand the theory and need for clear boundaries, structured consequences and this is shared and understood by the team.

Theory is very important to our team; we use Dyadic Psychotherapeutic approaches by Dan Hughes, interventions from Margot Sunderland and the Secure Base Model to appreciate the security children need to learn new relational skills and gain developmental benefit. Our team are supported by a therapist trained in Psychodynamic Psychotherapy to consider how our early years experiences shape our thoughts, feelings and behaviours. Attachment informed staff then understand the dynamic between child and staff and Mentalisation theory to explore how our staff appreciate the child's inner world experiences.

However, theory isn't just understood – it is meaningfully entwined in the daily running of the home and the environment in which the children live.

The team use a variety of communication methods dependent on the needs of the children that are living in the home and make sure of visual timetables as standard.

We want children to feel safe, to have fun, to flourish and learn how to relate in a healthy way. To enable them to receive and respond to the intensive support offered before moving on to a longer-term place of living, preferably with reunification with family, foster care or semi-independent living where appropriate. We really want children and young people in our care to thrive regardless of their level of need

In our homely and tastefully decorated house we provide a child-centred approach to care, nurturing the individual needs of each young person. Our aim is to create opportunities and possibilities for the child to have future successes in their life goals. The proportions of the home mean that there is enough space for children to move around independently of each other or spend time together, whichever is most appropriate to their needs

The home is in Witnesham and is situated roughly 4 miles (6 km) to the north of Ipswich, which is the county town of Suffolk. Witnesham is a historical town in the East of Suffolk which dates back to the Domesday Book. It is situated in a rural setting, within easy reach of larger towns and villages in the local area.

Due to the nature of the young people that are referred to Arva House and their complexities at times meaning that they are unaware of their own vulnerability in the community, it may mean that there is a greater need for staff to act in their best interest. Where this is the case, the external front door is locked to prevent the child from increasing these vulnerabilities and putting themselves at a greater risk of harm. If assessed that this is in the young person's best interest, this will be discussed with the appropriate representative from the young person's placing authority and written authorisation will be obtained and kept on the young person's casework file for the duration of their stay, or until further discussion identifies that this is no longer necessary.

2. Registration Details

Registered Provider: CF Social Work

Responsible Individual: Robert Peduto

Home Manager: Andy Robinson-Watts

Arva House

andy@cfsocialwork.co.uk

Ofsted Registration Number: 2807812

Independent Person: Annabel Wood

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 3 children & may provide care and accommodation for children with learning disabilities and / or Autistic Spectrum Disorder

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 a number of years in a variety

CF Social Work Ltd – Head office: 3-4b K Line House, West Road, Ipswich IP3 9SX

Version 7 – 26.3.25

of settings, supporting vulnerable and children with different behaviours which may at times challenge those around them. The company recognises and understands that children use their behaviour to communicate their conscious and unconscious needs. All our staff (including administration and crucial back-office staff) understand the company ethos; to support children to thrive.

All children who live at Arva House have a diagnosed learning disability. The children may have a range of learning disabilities and special needs including autism and/or communication difficulties

Some of the children will have difficulties with communication as well with managing their emotions and behaviours.

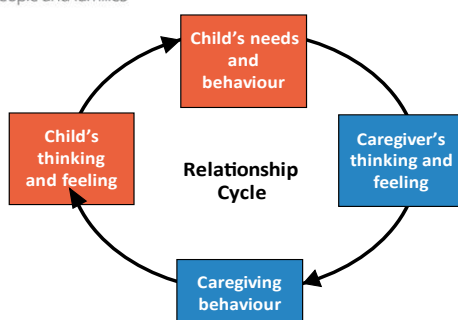
We offer medium and longer term placements as well as transition support into the family home, on to foster care or into adulthood.

The CF Group has a company-wide Practice Model.



Practice Model; CF Group Relationship Cycle At the centre of service excellence.

A practice model sets out clearly the CF Group approach to relational development; it's a framework embedded across the business.



**CF Group Relationship Cycle promotes the relationship between professional and child as the central component of our work
This relationship is informed and embedded by training and management oversight based on sound theoretical values and practice.**



CF Group Team around the child;

Actively listen and hear the voice of the child
Effective, impactful, systemic team around the child
Holding the child in mind
Understanding the child's history and the impact on their behaviour
Contextualising historic information and understanding analysis
Advocating and empowering the child.



CF Group; a relational approach;

Therapeutic oversight that embeds theoretically sound practice including Attachment, Trauma, Neuroscience, Child Development, Mentalisation and Secure Base.
Regular practice discussions develops team cohesion and a staff group who understand their own needs and remain resilient.



CF Group; best outcomes for children and young people;

Developing healthy relationship skills at the heart of all we do.
Professional staff who can positively promote engagement and attainment in education, health and emotional wellbeing.
Celebrating success and sharing this news.
Advocating for children and young people as our expectations are high.

At Arva House we understand that children's behaviour is adaptive; the trauma they experienced in their early lives shaped their behaviour to keep themselves safe, and now in care, these behaviours are no longer required, yet they remain. This combined with a level of learning disability or sensory processing need makes this task more complex but our team are trained and supported to unpick the circumstances around an issue. As a team we understand that traumatised children need time, care and nurture to adapt to their safer environment. Experience has taught us that unfortunately children may have come to us following previous placement breakdown or from difficult and challenging settings and circumstances. Our teams recognise and hold compassion for the need for each child to be welcomed into an intensive nurturing supportive placement to enable them to psychologically adapt to a safer home environment. We want children to feel safe, to have fun, to flourish and learn how to relate to their peers and to adults in a healthy way.

We therefore aim to provide stable, long-term, residential placements where children can experience a healthy and play-based family-feel environment.

- 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.
- Communication expertise

“We believe it is essential to treat each young person as the individual they are and anticipate their adaptive behaviours. We understand that their emotional and social developmental age might, at times differ from their chronological age. Our parenting style can adapt to the behaviour the child presents with.

We are committed to making our children feel valued, accepted and included in an environment where they can enjoy life and thrive.”

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 where appropriate.

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 Arva House we aim to empower children and young people to make decisions in a manner that they are able to, 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 where appropriate. The broader company is committed to learning and development both formal and informal, and we are all on a learning journey together.

5. Aims and Objectives

The primary aims of the home are summarised below:

- To provide a safe, stable, and nurturing environment within a therapeutic setting.
- To meet the needs of children with additional needs
- To provide a warm and homely environment that reflects a ‘family’ home setting where children can live comfortably and enjoy their surroundings.
- To provide therapeutic services through our Clinical Psychotherapist and staff who are therapeutically trained and led by the clinical team.
- To provide trained, knowledgeable, and competent staff led by an experienced management team and other internal and external professionals.
- To treat all children in our care as unique, allowing them to be individuals.
- To encourage and support children to attend education and further learning as well as further education and employment.
- To support and encourage children to take part in leisure activities and suitable hobbies.
- To encourage children to take appropriate risks.
- To give time, listen, and understand our children.
- To gain regular feedback from the children in all areas of their lives.
- To equip children and young people with both life and independence skills to support them when they move on.
- To always treat all children and young people with respect and dignity.
- To provide personalised care, considering the child’s background, level of ability and care needs.
- To enable children to contribute to the decision-making process wherever possible and advocate on their behalf when it involves their best interests according to their relevant plans, wishes and feelings.
- To allow children and young people to experience the same progression through adolescence as their peers.
- To understand and get to know the children, develop relationships built upon trust and on the individual needs.

- To support children to develop positive self-esteem, self-confidence, and self-worth holistically.
- To help and support each young person to understand, process, and manage the impact of any experience of abuse or neglect.
- To help each child or young person to develop resilience and skills to prepare them for their future placements or independent living.
- To recognise and promote the rights and associated responsibilities of each young person.
- To have children and young people's cultural and religious background acknowledged and respected.
- To provide children and young people with personal items that are appropriate for their age and understanding.
- To make sure all children and young people are aware of their rights and the fact that while they are being cared for by the staff team, we will respect these rights.
- To support children and young people in speaking to independent visitors and advocates, ensuring their voices are always heard and listened to.
- To adopt a holistic child-centred approach to each child and young person.
- To treat all information about children and young people confidentially.
- To be honest and truthful with children and young people about their life, even when it may be difficult for them to hear
- To give warmth, care and a cuddle when needed.

At Arva House our primary objective is to provide each child with a safe, stable, happy and comfortable home and an environment that will enable them to build upon their confidence, self-esteem and resilience in order to 'move on' to a permanent environment for our children to call home.

We provide a child-centred approach to care, to ensure children receive a high degree of nurture and feel loved, meeting each child's needs and promoting their individual identity, whilst ensuring that children's individual needs are considered.

Our aim is that each child will achieve positive differences in their personal, social and educational lives, opening up 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 young people.

This is done by offering staff ratios that are higher than in some homes, which in turn means that trusted adults are accessible to all children when they need it. We recognise that the impact of vicarious trauma on the adults working with such young people, so ensure that there is a good ration to reduce compassion fatigue, one of the main reasons behind placement breakdown. We are then able to design and deliver concise risk assessments that allow staff to understand how to work with the young people that are in their care.

Our manager is an experienced, thoughtful practitioner with a strong history of working with children with complex attachment histories and learning disabilities. Therefore, our staff are led by this experience and are trained to work within this environment. This means that staff are attuned to children's behaviours and intervene sensitively when children present with anxieties or concerns.

Children's voices are heard in the manner which they are able to communicate– we respond individually, and we understand their specific, holistic needs. These needs are carefully assessed before they join the home – key work staff in partnership with a trained therapist deliver a clear, thoughtful Admissions Assessment. This means we understand each child's diagnosis or presentation, their behaviour pattern, attachment history and can begin working on what they will require before they move. Our work with staff is restorative so that children can understand the consequences to their behaviour and work towards goals set to assist them to flourish in our care.

Staff training is ongoing and dynamic; our therapist works with the multiagency team around the child and with our staff to understand the needs of each child. Therefore, they can ensure regular workshops are delivered to staff to embed key education around attachment and healthy relational communication. Therapy needs assessments are undertaken once each child is settled to further educate our staff.

We treat our staff with respect, asking them to help us shape our service. Staff have undertaken meaningful and targeted training that supports them to further develop their professional curiosity.

We advocate a healthy lifestyle and offer children the opportunity to be part of planning the weekly menu, ensuring nutritious and balanced meals are provided. In partnership with the opportunity to access regular exercise through following interests around participation in sports and outdoor activities.

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 young person 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 Arva House we will be constantly striving to improve and refine our services. We engage in reflective practice, in the staff meetings, incident debriefs and during staff supervision and clinical supervision. Through rigorous monitoring procedures we assess both 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.

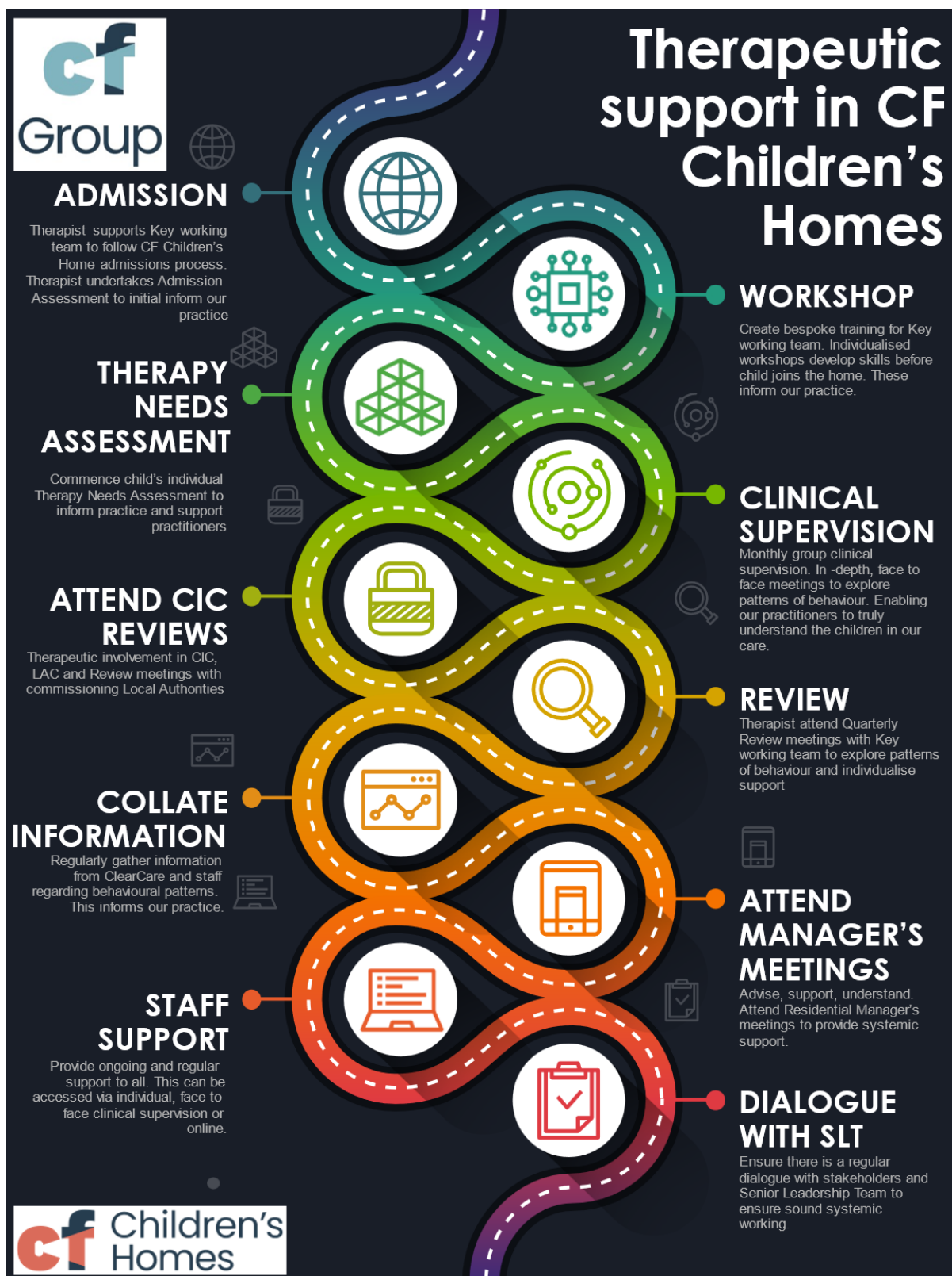
We engage parents, visitors, staff and children in providing feedback through regular surveys. We use this information to inform any improvement plans.

Our clinical team ensure that each child is given regular opportunity to impart their wishes and feelings about their care. We use a range of interventions to encourage these discussions ranging from play based activities to going out in the community.

Arva House is to be 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 discussed with the home's therapeutic lead and 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.

We offer a clear therapeutic offering, encapsulated in the following process map. Our staff understand the role of the therapist within the home and can family time them for guidance when required.



7. Equality and Diversity

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

We have a strong culture of acceptance where everyone at Arva House embraces individuality. The staff and young people at Arva 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.

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. For those children with specific communication needs, staff are trained in identifying and responding to the individual needs of each young person and support is given through the use of visual timetables, comic strips and social stories.

If staff have concerns about a young person's vulnerability to extremism, they should inform the Registered Manager or his deputy 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 and whenever possible admissions should be planned with the participation of family and professionals.”

We deliver care to young people of all genders aged from 6 to 16 years old.

Typically, from a local authority perspective, our children may require intensive support and need a period of stabilisation before being able to transition further in their life. 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.

8.1 Admission Process.

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

When children are referred to Arva House it is very important to us to ensure that they are the correct match for the children currently residing in the home, the community around us and that we as a staff team can meet the needs of the young person being referred. We do this by our staged admission process, which is overseen by the Registered Manager or his deputy and Therapeutic Lead.

Referral Criteria and Sources

All referrals will be made through the local authority’s placements team.

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

- Category of accommodation and support service required

- Child's Profile
- Risk Assessment
- Date of commencement
- Preferred location

The Registered Manager or his deputy 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.

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 children 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 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 Arva 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 to suit the needs of the individual.

A member of the therapy team visits the child with an experienced key worker and offer a play-based space in which to encourage discussion. This visit paves the way for the child to understand our key principals of PACE and that play is a central component of our relationships.

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

To be able to understand and respond accordingly to the specific individual holistic needs of any young person, during the transition process and prior to admission these needs are assessed and keywork staff work in conjunction with the therapeutic lead to deliver a clear, thoughtful Admissions Assessment. This means that we will be able to understand each child's needs, behaviour pattern and attachment history and can begin working on the levels of support they will require before they move in. This

assessment takes an account of a 'Day in the life of' the child in care, known triggers of challenging behaviour and where possible, a history of placements and key attachment figures. We can also then commission additional training for the team if required around a specific need that is outside of the majority skillset and will ensure that this happens prior to the child moving in.

When a young person moves into the home; admission arrangements will be tailored to their individual needs, but there will always be a welcome basket in their room appropriate to them, 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. A further, more extensive copy of the Children's Guide or one in an accessible format will be issued if required, and complaint procedures explained.

Discharge Processes

Discharge is only by agreement with the local authority placements team and manager of the responsible social worker 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 all local authorities 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

We would not ordinarily sanction an emergency referral to the home, as this is not always in the best interest of the young person or those already in residence.

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

8.2 Emergency Placements

Admissions to Arva House are made through planned transitions, with agreed timescales that are in the best interest of the children involved and emergency placements are not something that are considered appropriate for the young people within the home.

We understand that at times there is a need to move children 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.

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 an initial Child in Care meeting (CIC) arranged.

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 need to be notified of all new children arriving in the home as it is likely that there will be some residing in the home will have been placed from outside of Suffolk.

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 young person 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 any young person 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 in the event that they should be reported missing.

8.5 Statutory (CIC) Reviews

The initial 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 young person is working and identify what needs to be done, and by whom, to achieve the Care Plan. The Statutory Review decides whether Arva House remains the best placement for the child.

We work closely with the team supporting every young person including their social worker and Independent Reviewing Officer, in-order 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 detached property, located on the quiet B1077 that runs through the village of Witnesham. This also joins the main link road to Ipswich, which is only 4 miles (6km) south of the village. The house has a large garden that is laid to grass and looks out over the sprawling fields and countryside. There are also a number of public footpaths located around the village for those that enjoy exploring nature and spending time outside. The house is situated on the main bus route into Ipswich, for those that would prefer to travel on the bus rather than in the car. Also, within walking distance there are two parks, one at each end of the village, a local Primary school, a farm shop and two churches. A small car journey away is Ipswich (approximately 10 minutes), with the coastal town and beach of Felixstowe just beyond (approximately 25 minutes).

The nearby town of Ipswich offers a wide range of activities, such as a 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. Also, in the surrounding area there are a number of opportunities to visit owl and animal sanctuaries, crazy golf, farms and encounter a Viking experience at nearby Sutton Hoo!

As previously mentioned, Arva House has a primary school within a short distance of the home and there are a number of secondary schools in Ipswich and the surrounding areas. There are also a variety of alternative education provisions that can be easily accessed 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 two floors and is situated on a quiet road that runs through the centre of the village, in a semi-rural position on the outskirts of the town.

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 a TV.

The spacious ground floor comprises of an entrance hall leading to a large lounge, games room, downstairs toilet, multi-sensory room and combined kitchen diner.

The first floor has three double bedrooms, with a fourth acting as the house office and sleep in facilities for staff, all of which are accessible from the landing. There is also a large bathroom designated to the young people, with staff using the en-suite facilities within the office space. The home also has a good-sized enclosed garden and is complimented by doors leading from both the lounge and kitchen diner that can be opened to allow an airy feeling of the outside coming into the home when the weather is appropriate. The outlook of the rear of the home overlooks sprawling fields and open countryside.

The bedrooms give each young person their own safe and comfortable space which they are able to personalise to their own tastes. Any 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 (if appropriate). Children are encouraged to personalise their bedroom and will be supported with a suitable budget and the help of their key worker through the transition period, which in turn will allow them to move into their bedroom from the point of admission, rather than a bedroom in a children's home.

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

9.2 Searching of Child's Bedrooms

At Arva 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 his deputy 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. Family time with Family and Friends.

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

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

Young people 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. This would also be following connections with parents / carers having been made to ensure that it is appropriate for both parties. 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 young person 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 Arva House we believe in having a positive structure in place for our children. The home's manager, deputy manager or a member of the key team will provide a weekly plan which is individualised for each child.

When children complete planner tasks and attend 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 fortnightly house meeting, or during day-to-day conversations and key work sessions with staff/keyworkers.

11.1 Education



Arva House does not currently offer education on site although if individual tuition is taking place this may happen in the home. Each young person 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.

It is an expectation that, all children in the home will positively engage in education between 9:00am and 3:00pm Monday through to Friday. Free time to socialise is only available outside of school hours or during school holidays.

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

If a young person 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 games / study 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, discuss the events of the day and enjoy our meal, promoting a family feel. 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, taking control of promoting their individual choices. At Arva House we want children to enjoy the company of those around them and feel that sharing the experience of eating together, trying new foods, cultural experiences 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 will meet a range of dietary requirements.

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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 young people 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 young people 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 Arva 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 or his deputy.
- Fortnightly 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 a number of internal activities and outside visits, during school holidays an activity and holiday program is planned in conjunction with the child.
- All young people have the opportunity to 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 young person 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.

6-8 years: £3.50

9-12 years: £5.00

13 – 15 years: £6.50

In addition to 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 or not, 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 of 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.

In addition to any personal budget, each young person will have a virtual savings account of £5.00 per week, which will be saved and transferred to them upon transition from the home.

12.2 Clothing and Toiletry Allowances.

Each young person 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 Arva 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 and Children and Child 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 or his deputy 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 there are concern about staff performance or standards.
- Employing sufficient numbers of 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 or his deputy informed without delay.

During the admission process each young person 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 or his deputy, 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 young people who live at Arva House are considered vulnerable, consequently we would family time the police to inform them and seek their assistance with locating the missing person.

We keep all children'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 or his deputy 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.

Every young person 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 young person 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 or his deputy to ensure that the requirements of the young person's care plan are implemented on a day-to-day basis; this is recorded in their individual 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 or his deputy 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 Child Friendly Care Plans

Each child will have a Child Friendly Care Plan completed by a member of the management team 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 Arva 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 have come into family time with the home have legitimate rights to express concern or make complaints.

Every young person 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. Where required this will be supported by the child's key worker to ensure they understand the content.

Arva House gives children the opportunity to express their views at the home's fortnightly meeting 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.

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 or his deputy 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 or his deputy 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

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

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

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

Arva House supports each young person to access independent advocacy. In the event that their Local Authority do not subscribe to an advocacy service, Arva House will ensure advocacy is available through the Suffolk Advocacy Service or other appropriate body.

Every young person 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. Arva House ensures that our young people 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 family time 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 Arva House we follow the recommended framework of Managing Challenging Behaviour (MCB). We seek to understand the motivators and communications behind behaviour in order to best support the child.

We establish an objective for each child as part of their placement plan in collaboration with the young person, 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.

Our work is based on a valid, reliable theoretical models and child-care principles, which combines structure with routine and clearly defined boundaries. We balance appropriate sanctions with rewards and offer a structured activity program.

The staff team can explore effective ways of working with the young people, discussing, and reviewing strategies, interventions, behaviours, boundaries, risks, goals, and creating plans. Many of our young people have experienced difficult and traumatic early lives. The nature of their interactions with adults and services have frequently been dysfunctional. As a result, many of our young people have learnt to distrust adults and

care service provisions and that is why we will always be truthful, no matter how hurtful this can initially be.

We make it a priority to address this issue of (mis)trust. Our goal is to identify and promote positive interactions that will encourage the building of healthy attachments based on the young person's individual needs, levels of understanding, abilities, and truths. The team believes that every young person has the right to be treated as an individual and have their needs met within an environment that balances care with boundaries/structure and provides stability and consistency.

Regulate, relate, reason.....

Our teams use the below trauma model (hierarchical model) to explore the building blocks of trust.

1. Safety; Safety is the foundation layer; this is because we understand that a child must first feel safe to move to building trusting relationships and connecting with others. If a child's previous trauma or adversity has impacted their sense of safety, it is vital we start our interventions here.

2. Co-attunement and connection; These come after a child feels safe enough to begin to build trusting relationships within their education setting. This is important because attachment research demonstrates that children learn to manage their emotions through processes of attunement and connection with reliable caregivers. People impacted by trauma and adversity are more likely to struggle with self-regulation and require a focus on co-regulation to help overcome this.

3. Affiliation and belonging; These can emerge once connections have been established. Children whose needs for belonging are met within their education settings tend to be happier, more confident and perform better academically (Riley, Coates & Allen, 2020)

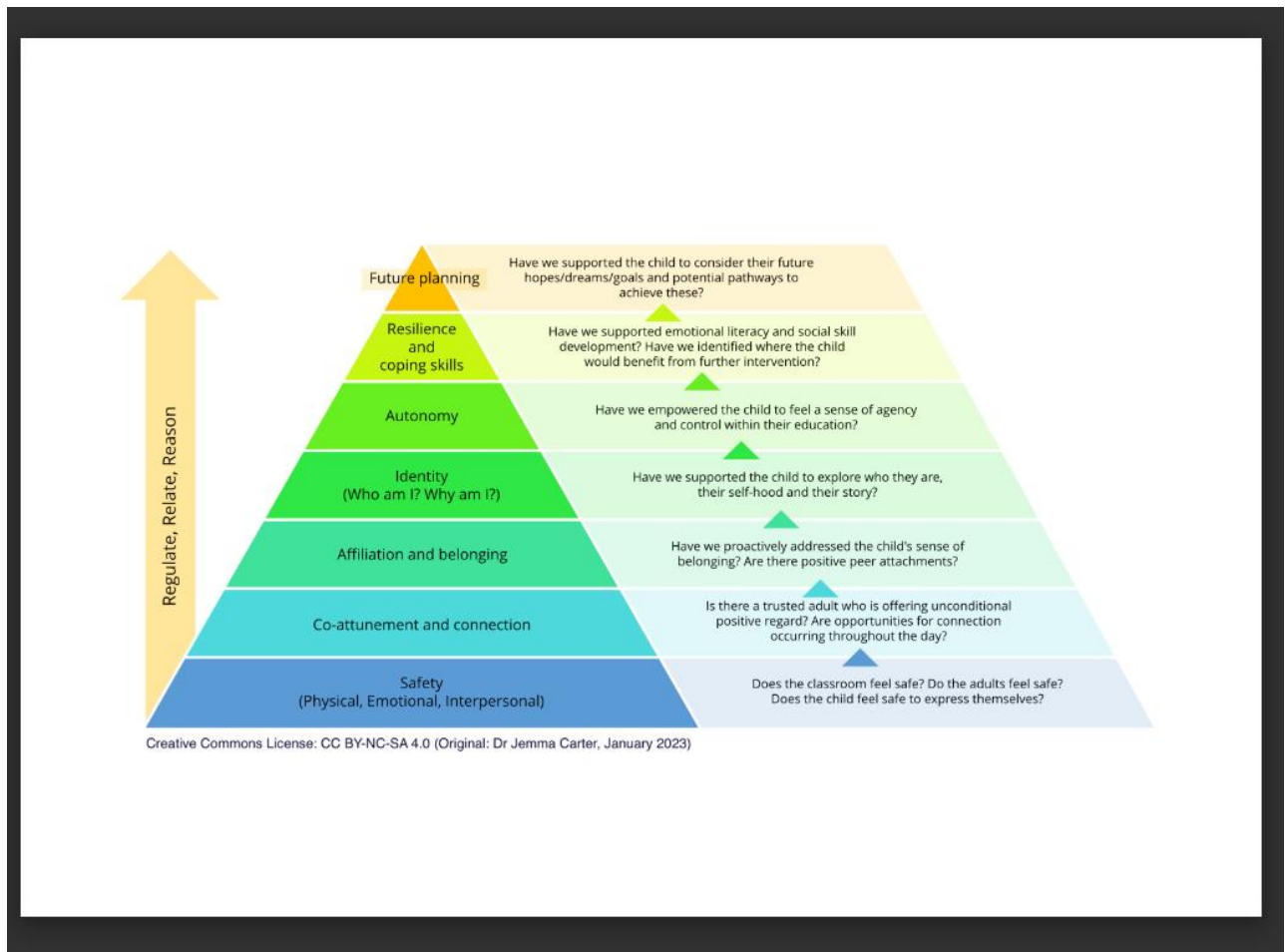
4. Identity and a sense of self; This can develop most effectively once a child feels they belong. Children who have experienced adversity and trauma often require additional support to explore their self-hood and consider their identity within the safety, security and connections that have been built.

5. Autonomy; Autonomy or a sense of control is built upon our selfhood. Once a child has a sense of who they are and what they want, we can support them to overcome helplessness and offer opportunities for influence.

6. Resilience and coping skills; Emotional literacy and social skills are best addressed once the previous layers have been considered. At this point learners should be more able to reflect and integrate new learning for skill development.

7. Future planning

This is the final layer, as this is where we would hope children would have the confidence and skills to move towards successful independence.



16.1 Consequences

At Arva House we use a system called Record of Consequences and Conversations, which is based on employing restorative practises. This system supports the child to invest in their consequence and take responsibility for their actions followed by any negative behaviour. This supports the young person 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.

We understand that our children and young people require support to reconnect with their feelings, rather than a persistent need to be disciplined.

16.2 Surveillance and Monitoring of Children.

We monitor children in order 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.

Arva 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, which will only be initiated as a last resort to keep situations safe.

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

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Pain must never be used.

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

All Arva 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 or his deputy 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. Each time there is an incident a member of the clinical team is automatically notified so that there can be a clear debrief and understanding gained on the antecedents to that behaviour.

16.4 Bullying.

We aim to ensure that children do not identify bullying or child on child abuse as an issue at Arva 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 child on child 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 Arva House we ask children to use the communal areas to socialise so that staff can discreetly monitor all interactions. Young people 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 house 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 Arva 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 young people, 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 Arva 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 family time the social worker, emergency duty team or the young person's parent or carer.

Arva 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.

Arva 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.

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

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



18. Staffing

At Arva 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.

With this in mind, our thorough and detailed recruitment process ensures that we provide the highest quality, experienced and knowledgeable staff team.

Young people 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 team work 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 provision or individual night-time support.

We treat our staff with respect, asking them to help us shape our service. Staff have undertaken meaningful and targeted training that supports them to further develop their professional curiosity.

18.1 Management and Staffing

The Home Manager is responsible for Arva 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 young people in the home. 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 if 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 clinical and team meetings. This is backed up by monthly clinical supervision sessions delivered to the whole team by the home's therapeutic lead, at which individual children are discussed to further support staff to develop an understanding of how to work in the best interest of every young person within the home.

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 which covers all aspects of Safeguarding, 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. This session is completed by the home's manager during the first week of a staff members induction to the home.

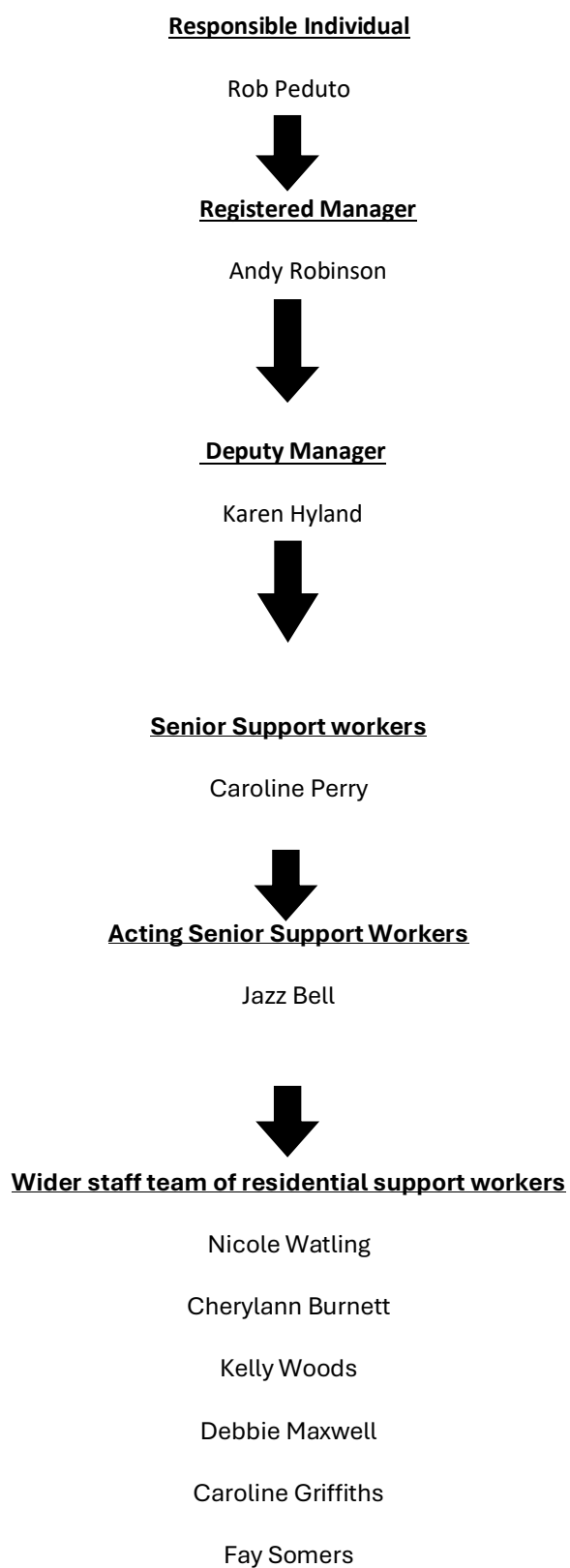
All substantive staff will hold the Level 3 children and Child's Workforce Diploma (or equivalent) or be in the process of undertaking it.

Additional training- Arva House will provide an annual training program for all staff and seek, when possible, to facilitate any additional sessions that may be requested. These can be accessed through the Therapeutic lead or externally. This training will be on-going and dynamic; our therapist works with staff to understand the needs of each child. Therefore, they can ensure regular workshops are delivered to staff to embed key education and development of knowledge around attachment and healthy relational communication. Once a child has had a period of settlement within the home, therapy

needs assessments are completed and theses are used to further educate all staff members in how best to support the young people in our care.

Staff are treated with respect, asking them to help shape the service. They undertake meaningful and targeted training that supports them to further develop their professional curiosity.

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 Fire matrix is kept of when fire drills occurred to ensure that all young people and staff have participated in regular drills.

On the arrival of a new child, evacuation procedures will be explained, and a fire drill will be conducted. This will take place within their first week of residence.

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 or his deputy informed without delay.

Good hygiene 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 daily.

20. Contact Details

Registered provider: CF Social Work

Operating Address: CF Social Work Ltd
3-4B K Line House
West Road
Ipswich

Tel: 01473 725794

Responsible Individual: Robert Peduto – robpeduto@cfsocialwork.co.uk

Home Manager: Andy Robinson-Watts – andy@cfsocialwork.co.uk


Appendix 1

Job Title	Start Date	Qualifications	Experience
Responsible individual Robert Peduto	25/11/24	<p><u>Previous Qualification History</u></p> <p>Supervision, Appraisal & 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 & Psychology – 2:2</p> <p>2005</p> <p>A Level Psychology</p> <p>A Level Sociology</p> <p>A Level Human Biology</p> <p>2002</p> <p>AS Level Business Studies</p> <p>June 2001</p> <p>CF Group Mandatory Training Matrix – Fully Compliant – Nov 2024 - onwards</p> <p>Previous CQC Registered Manager</p>	<p>15 + Years experience across operational roles within Health & 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 & Social Care Services.</p> <p>Adept at quality and assurance compliance, audit creation, contract management, health & safety, recruitment, risk management, governance, procurement, and development of new Services & Residential Homes for Children & Young People.</p> <p>Experience in CQC & 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>Previous Controlled Drugs CQC Responsible Person</p> <p>All records held on CF Group HR file.</p>	<p>A hugely experienced senior operational manager entrusted in supported the Registered Managers and the Residential Home staff in achieving a minimum of “Good”, the intention of “Outstanding” in a safe and fulfilling environment.</p>
<p>Registered Manager Andy Robinson-Watts</p>	18	<p>NVQ level 4 Level 5 Diploma in Leadership and Management</p>	<p>For the past 8 years has held the role of Registered Manager or his deputy. During his time both in care and as a manager, Andy has developed a sound knowledge of the regulations, standards, and frameworks. He also has good understanding of working with and leading a staff team, obtaining the best from his staff through direct mentoring and coaching and regular supervision process so they are equipped and supported to work with the young people in their care. Andy has primarily supported young people with SEMH and Autism, he has ensured they receive the best care and opportunities and has seen them achieve in education and social development.</p>
<p>Deputy Manager Karen Hyland</p>	17.09.24	<ul style="list-style-type: none"> • NVQ Level 3 in Children and Young People. • Level 1 Child Criminal Exploitation & County Lines • Neon Level 2 Food Safety • Certificate in Autism Awareness (Autism Anglia). • TQUK Level 5 Diploma in Leadership and Management for Residential Childcare (RQF) – Enrolled. 	<p>Karen has 9 years’ experience within the care sector, which has seen her working initially as a support worker and progressing to deputy manager. Her experience has been gained largely with working with young people and adults with Autism.</p>
<p>Senior Support Worker Caroline Perry</p>	17.06.22	<ul style="list-style-type: none"> • TQUK Level 5 Diploma in Leadership and Management for Residential Childcare (RQF). 	<p>Caroline has 12 years’ experience of working with young people. This was initially within an education setting in the capacity of teaching assistant and higher-level teaching assistant. Having made the change to supporting young people within residential care, she gained experience in the support worker role and a</p>

		<ul style="list-style-type: none"> • Level 3 Diploma Children and Young People Residential Care. • Level 3 Diploma Teaching Assistant • Level 3 Diploma Special Educational Needs • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • Certificate in Autism Awareness (Autism Anglia). 	senior secondment. Having joined CF Social work in 2022 she has held the senior role working in one of the established homes before making the decision to further her own development by accepting a senior role within another home.
Senior Support Worker Jasmine Bell	12.09.23	<ul style="list-style-type: none"> • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • Certificate in Autism Awareness (Autism Anglia). • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	Jazz has worked in a number of areas of the care sector, starting back in 2018 as a private in-home carer supporting the elderly. She has also gained experience in working with young people as a private home carer and within the leaving care sector where she was promoted to supervisor. This allowed her to gain further experience leading a team responsible for the wellbeing of 3 care leavers in a residential home. Having joined CF Social work in 2023, she has gained experience in working with a younger age group and the opportunity to work within a regulated home. This experience and knowledge have allowed her to progress to her current position.
Support Worker Nicole Watling	01.08.24	<ul style="list-style-type: none"> • British Sign Language (BSL) - Level 3 NVQ. • Level 1, 2, level 3 in Language Development BSL. • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • Certificate in Autism Awareness (Autism Anglia). • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled 	Started working with young people as a community support worker, specialising in supporting deaf and non-verbal children to be able to communicate. She is a competent BSL speaker. Has supported young people as an LSA in an education background, until wanting to move across to a residential setting to further her development in supporting young people.

Support Worker Caroline Griffiths	01.08.24	<ul style="list-style-type: none"> • NVQ Level 3 Childcare Learning & Development 0-19. • Level 5 Diploma Trauma & Mental Health Informed Schools (Practitioner Status). • CIPD Level 3 HR. • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • Certificate in Autism Awareness (Autism Anglia). • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	Caroline's previous experience was gained within education where she worked as a family liaison in a primary school and DSL. She supported young people and their families to find strategies to support individual needs, as well as signpost and work in partnership with multi agency teams. Gained further experience through becoming a mental health first aider, which progressed to senior mental health lead.
Support Worker Cherylann Burnett	01.08.24	<ul style="list-style-type: none"> • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • Certificate in Autism Awareness (Autism Anglia). • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	Gained experience and transferable skills when working with adults displaying challenging behaviour and activities coordinator for adults with additional needs.
Support Worker Fay Somers	13.01.25	<ul style="list-style-type: none"> • Diploma in social sciences • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • ASD Awareness • Level 1 CSE • Prevent Awareness • Equality, Diversity & HumanRights • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	Has limited experience within a residential setting, however is not new to supporting those with Autism and ADHD in her previous role supporting families through the assessment process whilst working for a registered charity. Also has gained experience of working to support children between the ages of 3 – 6 years old volunteering in her churches Sunday school.

Support Worker Debbie Maxwell	01.09.24	<ul style="list-style-type: none"> • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • Certificate in Autism Awareness (Autism Anglia). • ASA Advanced Teachers Certificate for Swimming. • UK Safeguarding & Protecting Children Continuing Professional Development Certificate. • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	Having qualified as a swimming teacher with a view to being able to work with young people, she has experience in setting up swimming programs which have been education based. Following the pandemic, she made a change to join CF social work as part of the social work team and supporting the education team before her current move into the residential sector.
Support Worker Kelly Woods	01.09.24	<ul style="list-style-type: none"> • Neon Level 2 Food Safety. • Level 1 Child Criminal Exploitation & County Lines. • Certificate in Autism Awareness (Autism Anglia). • TQUK Level 3 Diploma for Residential Childcare (RQF) – Enrolled. 	Has gained experience in working within a pre-school setting and as an after school playworker. This has allowed her to work alongside families and multi-agency teams to support children's wellbeing and development. She has also worked within education for CF social work, supporting young people as a personal tutor before wanting to gain experience within a residential setting working with young people in a home environment.
Job Title	Start Date	Qualifications	Experience
Independent Visitor Annabel Wood		 AW Visitor profile.docx	