



Statement of Purpose Melwood



Date of review 01.09.2023

The Statement of Purpose for our home is written in line with Regulation 22 (1a) of the Children's Home Regulations 2001 (updated 2015) and is designed to accurately reflect and describe what Melwood sets out to provide for the young people living in the home. The Statement of Purpose is reviewed monthly and at other times of change in the operations and/or staffing of the home, to ensure it continues to reflect best practice in children's residential care.

At Melwood we believe that the staff we employ and the young people we care for are the most valuable assets and are the major contribution to the organisation's success. We therefore work hard to ensure that our staff are recruited in line with 'Safer Recruitment' guidance and receive on-going training and qualifications to complete a vital role in promoting the best experiences and progress for young people in our care.

We will work in partnership with young people, placing authorities, families and other stakeholders to provide quality care within a safe, warm, healthy and progressive environment that will enable young people to experience as much as possible within a family focused residential setting.

QUALITY AND PURPOSE OF CARE

Statement of the range of needs of the children for whom the service is intended to provide care and accommodation.

Melwood will provide a warm, nurturing and homely environment for young people who, for a wide variety of reasons, are being looked after by their local authority because of being unable to live at home.

Melwood has been designed to provide a safe, homely environment for young people. Our aim is to work closely with Families/primary care givers as well as local authorities, to achieve the best possible outcomes for our young people.

IDEM Livings philosophy is based on the principles of creating an environment for positive outcomes, making room for change, social inclusion, promoting rights and responsibilities, offering choice and unconditional positive regard for all our young people. At Melwood we aim to promote self – esteem through recognition, achievement and praise. Melwood will offer a dedicated staff team to enable the young people to develop life skills such as coping strategies and many other skills required to support them to manage difficulties they may face.

Melwood is set up to accommodate up to three boys or girls from ages 8 years to 18 + years. We will ensure that a very detailed matching criteria process is followed to make sure we get it right for everyone when bringing young people into the home.

Melwood can accommodate a young person post 18 years

- if the young person's moving-on placement has fallen through and the placing authority is seeking alternative arrangements.
- the young person is in education and wishes to finish their course and the young person wishes to remain with siblings who are also accommodated at the home
- there is agreement, including the young person, that they are not yet ready to leave and a focused plan is in place to achieve this.

Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.

The ethos which underpins our care and is fundamental to providing a solid foundation from which we work, is that our young people are always placed at the heart of everything we do.

We believe that all young people, whatever their history, have the right to develop their own identity and a future that opens a world of opportunity with a journey that enables them to achieve their potential.

The difficulties some young people may have experienced before being placed with us may have left them hurt, angry, let down and distrustful of adults. Our aim is to provide a safe haven, for them to enjoy, learn and grow, in an environment they feel safe in.

We will enable them to build positive relationships, through consistent honest, open and kind care. Trust comes with safety and young people will be kept safe within firm, fair and consistent boundaries. Their voices will be heard through everything that we do with them and for them because their wishes and feelings will ultimately be the drivers for their positive outcomes.

It is our goal to promote self-esteem through recognition, achievement, and praise. We endeavour to help young people understand the principle of consequences based on the outcomes of their own actions. We will show respect and maintain dignity for everyone in the home. Whatever challenges or barriers have previously prevented growth and development we will support the young people to overcome them and will offer every opportunity for them to achieve their potential.

In an environment that offers a balance of care, protection and risk our staff team will help young people to develop the coping strategies, skills, and resilience they will need to manage difficulties appropriately and effectively as they arise in their lives.

Working together with local authorities, families and other agencies involved we will establish individually tailored placement plans to meet the needs and promote the welfare of the young person. We will encourage and support continued learning, through education or training and will help to develop physical and social skills by offering a broad range of activities and experiences which will increase confidence, improve health and wellbeing ensuring they feel valued and loved. Their journey of discovery will allow them to play as children and grow as adults.

There is a strong commitment from a dedicated, professional staff team to deliver exceptional quality practice, to ensure positive outcomes are a matter of course for all young people placed in our care. We understand and will actively challenge the discrimination and disadvantage that is often encountered by young people who are looked after.

Consultation with all stakeholders is vital in caring appropriately for each young person as well as developing all areas of the service we deliver. The Registered Manager and care team will actively seek advice and feedback at regular intervals with the parents (If applicable), social worker, education tutors and anyone who has direct input into the care of the individual young person.

A description of the accommodation offered by the home

At Melwood we are able to consider the needs of most young people referred to us. Currently there are 2 young people living in the home who have severe learning needs, autism, difficulties with their verbal communication and epilepsy. The current staff team have been provided bespoke training to meet the varied complex needs of young people. This includes, epilepsy training, level 2 in understanding autism and Makaton training. However we do not have the facilities to be able to look after children or young people who require the use of a wheelchair or specialist nursing.

The management team is currently reviewing a number of referrals for the vacant bedroom in the home. The management team will evaluate if we feel Melwood can meet the needs of any potential new referral as well as continuing to meet the needs of the young people currently living in Melwood.

The age range, number and sex of children for whom it is intended that accommodation is to be provided

At Melwood we can accommodate up to three young people, boys or girls aged 8 to 18 years.

The type of accommodation including sleeping arrangement

Melwood is a detached four-bedroom house.

There is a fully equipped domestic style kitchen, separate dining room, spacious lounge and a conservatory, on the ground floor. Three bedrooms are available upstairs for young people and there is one staff bedroom, which doubles as an office. The bathroom is a large family bathroom which is tiled floor to ceiling with a shower cubicle, twin sinks and built in toilet.

The young people living at Melwood will be supported to decorate their own rooms choosing, within reason, the décor. This personalisation enables them to establish a sense of permanence within the home.

There is a spacious back garden, which has two levels, the first level is a large patio area leading on from the conservatory. There is ample room to add in some garden furniture and outdoor activities to take place. The grass is artificial, the garden is secured by fencing and a single gate which is fobbed, and single gate allowing access on to the front drive. On the front drive is a spacious double garage which will be utilised for the needs of the young people who live at Melwood.

A description of the location of the home

Melwood is situated in very quiet cul-de-sac, West Derby, Liverpool. With a short distance to the M57, which can lead either way to Liverpool city centre, or towards Manchester, St Helens. At the back of Melwood there are various pathways for walking some of which offer nice picnic areas with seated benches, perfect for long walks on sunny days.

Liverpool has a vibrant culture and offers an exciting range of activities from sports centres, swimming pools, trampolining, health clubs, bowling, ice skating and the cinema. Wall climbing go – karting and quad biking can be arranged close to the city centre.

The arrangements for supporting the cultural, linguistic and religious needs of the children.

At Melwood we acknowledge how important religion can be as part of an individual's identity and the increase in resilience it can provide for young people who follow a faith. We welcome all young people into our home and believe that diversity is to be respected and celebrated.

Staff at Melwood will support young people to attend their chosen place of worship and fulfil their religious obligations, on a regular basis.

Liverpool has a multi-cultural population and provides community opportunities to meet many cultural or linguistic needs. The team here would locate the nearest appropriate place of worship and support for the young person to attend.

When accepting a young person into our service, the staff will engage in any necessary training to meet the communication needs of that individual young person. We can access interpreters if necessary and support learning English for any young person, where it is not their first language.

Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.

From time to time, young people or others may feel unhappy about the service and wish to complain. We take complaints seriously and will aim to resolve any problem to the satisfaction of the complainant as quickly and efficiently as possible. At Melwood we are passionate that young people's rights are upheld and that their welfare is not jeopardised. There are 'can I have a minute forms' available in the communal rooms for young people to complete and are made child friendly to meet the needs of the young people.

Young People will be given a children's guide upon arrival to the home with details of how to complain and to whom, should they need. Included in the guide will be external telephone numbers of Ofsted, Children's services, child line or their designated independent person to enable them to complain externally.

A young person would be encouraged to speak to a member of staff initially and voice their concern informally. If it can be resolved at this level, then no further action would be necessary. All relevant paperwork will be held on file within the home, in a confidential manner.

If staff are unable to deal with the complaint or it is of a more serious nature, the young person would be encouraged and supported by staff to write their issue down and the Registered Manager would attempt to resolve it. Staff are required to support young people, by being their advocate if asked or necessary.

If the young person were not satisfied with an outcome the complaint would be sent to the Responsible Individual for investigation and action.

If the complaint is of a safeguarding nature, then the safeguarding procedures would apply.

All complaints are taken seriously and are recorded in a complaints log within the home. Dependent upon the nature of the complaint, it may be necessary to inform an external agency such as the Local Safeguarding Children's Board, placing authority and Ofsted.

A record of the action taken, and outcome will be recorded in the home's complaints log and all relevant people would be informed.

External complaints are investigated and dealt with by the Registered Manager in the first instance. Action taken, and outcomes recorded will also be included in the complaints log.

The complaints policy is kept in the office and a copy is available upon request.

COVID 19

As an organisation we ensure to follow the government guidance on COVID 19. The home as an up-to-date risk assessment and contingency plans are implemented as they are required to ensure the service can run effectively as the pandemic peaks.

Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy.

As an organisation we are fully committed to ensuring that young people in our care are protected and are safe from abuse, be that financial, physical, sexual or emotional, or neglect. The safety and welfare of our young people is paramount. We believe that all young people in our care have a right to feel safe and to be treated with dignity and respect.

The Registered Manager will ensure that all staff comply with the Local Safeguarding Children Board's guidelines regarding child protection. Idem Living will ensure that the internal policy and procedures will reflect and be in accordance with Liverpool Children's Services safeguarding procedures.

Staff at Melwood are trained and committed to practices which protect children and young people from harm; are clear about how to recognise the signs of abuse or neglect; have a full understanding about the thresholds that apply to safeguarding and know to whom they should refer concerns or safeguarding issues.

Copies of policies and procedures relating to child protection and behaviour management are kept in the office at Melwood and are available on request or by contacting our Head Office (contact details within leadership and management).

VIEWS, WISHES AND FEELINGS

A description of the home's policy and approach to consulting children about the quality of their care

We at Melwood believe that the young people's voice needs to be heard for all matters in connection with their care, education, and the running of the home. We aim to deliver an inclusive service, where their wishes and feelings are always considered.

Each young person that comes to Melwood is consulted on what they hope to achieve during their time with us as well as their hopes for the future. Staff then discuss with the young person their immediate short-term needs and help them identify and visualise the necessary stepping stones to enable them to achieve their long-term goals.

These stepping stones form the young person's monthly placement plan which contains mutually agreed responsibilities, expectations and timescales to move them forward.

Routine planning, as a minimum, is on a monthly basis during house meetings, which is a forum where all decisions regarding the home are openly discussed and agreed. Daily planning around the young people take place during handovers and the young people are involved daily in decisions being made around them, their activities and their plans for the day. The weekly menus, activities and choice of decorations are some of the topics young people are regularly consulted on.

Each young person is also consulted on their views about care and control about behaviour management. This allows the young person to take responsibility for their behaviour management and is intended to limit the need for physical intervention.

A handwritten note in pink and black ink that reads: "feelings are like waves, we cant stop them from coming, but we can choose which one to surf".

Young people are encouraged to read their daily diary sheets, recording in relation to their behaviour, records of conversations held with them, and any other reports compiled in relation to them and are invited to comment on the content in an appropriate manner. Due to the complexities of the current young people in the home their documents have a more pictorial review which the young people can re visit as and when they want. These pictures are also evidenced around the home. Each month the young people the young people have an opportunity to discuss what they like and dislike through 'my views' form. The manager will feedback with a 'you said we did' form.

On an individual basis each young person is allocated a key worker, usually an individual of their choice from the team, who supports them offers regular keywork sessions. The keyworker acts as the voice of the young person (if required by them), advocating on their behalf and ensuring that their rights are maintained. The key worker's role is multi-faceted. They are also pivotal in ensuring that the team are adhering to the care plans and that effective communication and links are maintained with the social worker as well as family. Where relevant, the key worker is also assigned to working in tandem with the identified school tutor, to ensure that any possible issues about care and education are resolved.

The Manager team will also speak with the young person on a regular basis to ensure all care provided is of the highest quality and issues raised are resolved to the young person's satisfaction and wellbeing. This will be held on file within the home.

Melwood can also support an independent advocate/visitor, who will arrange to meet the young people within the home on a six-weekly basis, if the young person agrees. This time enables them to seek their individual views on the running of the home and the care they receive. If there are any issues, these are fed back to the management for action

Other consultation young people can be involved with includes interviewing for new staff, being consulted for the appraisal system by giving feedback on staff and manager's performance and regularly completing a feedback form on the whole service.

A description of the home's policy and approach in relation to – Anti discriminatory practice in respect of children and their families.

Young people placed at our home have often faced extensive discrimination and disadvantage in their lives. Melwood is committed to ensuring that diversity is celebrated and valued, while discrimination, whether direct or indirect, and disadvantage is to be continually challenged. Discrimination is not acceptable in any form. We adhere to anti discriminatory legislation, policy, and practice.

Plans to counter discrimination and other forms of oppression are discussed and challenged within the team. This is worked towards and achieved:

- On a personal level, by undertaking reflective practice during supervision and team meetings.
- On a service user level, by ensuring equality and access to services and support for all.
- On a professional level by challenging any stereotypical views,
- On an organisational level by reviewing policies and practices and
- On a structural level by ensuring that young people's issues are on the agenda within meetings attended within which social policy is altered.

Anti-oppressive practice runs as a thread through everything that we do and is reinforced through reflective practice in supervision, team and house meetings.

[Children's rights "The Children's Commissioner for England promotes and protects children's rights in England" Anne Longfield OBE.](#)

We strongly believe that young people must be valued as individuals and have a right to be treated with dignity and respect.

Human rights exist to make sure that we are all treated properly and fairly, given the freedom to develop to our full potential, and to promote our wellbeing. In addition to the rights that are available to all people, there are rights that apply only to children.

The Convention on the Rights of the Child has 54 sections and most of these lists a different right that children have. For this service we have summarised these to include:

- Making sure that children are equal, regardless of their, or their parent's, race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status. – article 2
- Children's best interests are central to decision making. – article 3
- Children's views wishes, and feelings are heard – article 13
- Children will receive support in accessing and enjoying education, activities and socialisation – article 31 and 28
- Children will be protection from violence, exploitation, abuse, neglect and maltreatment: article 19.
- Children have a right to be healthy and access support in relation to physical, emotional and sexual health.

- Children have a right to a standard of living that supports all aspects of their wellbeing. – article 27
- Children looked after by local authorities must have someone review their situation regularly – article 25
- Children with disabilities can live a full and decent life and must be helped to be able to do things independently and be involved in the community. Article 23

EDUCATION

Details of provision to support children with special educational needs.

At Melwood we are dedicated to ensuring that young people in our care receive a good standard of education and /or training. We aim to reduce the social inequalities and empower young people to achieve the same educational level as their peers who are not living away from home. We acknowledge the importance of education and learning within young people's lives and we work in ways that support and help young people to reach their potential within education. We ensure that we support and contribute to the young person's Personal Education Plan and that we have a clear strategy for encourage and supporting their engagement.



Melwood will facilitate attendance at a local provision, maintain attendance at a current provision to provide continuity in education, or can offer a tailored individual package to meet the needs of the young person. This may be through accessing alternative education with additional personal home tutoring.

If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

Each young person will be assessed prior to admission and an achievable package of education / learning agreed through consultation with relevant parties and the young person themselves. Children and young people who can maintain a placement in mainstream schools will be fully supported with this and Melwood has the support of an education director who specialises in breaking down barriers with young people who have had negative experiences in the past.

All young people have access to a computer to help with their school- work and the staff team is committed to supporting young people as much as possible with their studies and homework.

We at Melwood pride ourselves in rewarding and celebrating the academic achievement of the young people in our care.

ENJOYMENT AND ACHIEVEMENT

The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

At Melwood we recognise the value of young people taking part in activities. There are many benefits for young people including the raising of self-esteem, minimising isolation, and learning to socialise, improving physical fitness, learning new life skills, and taking some risks in achieving new experiences whilst having fun.

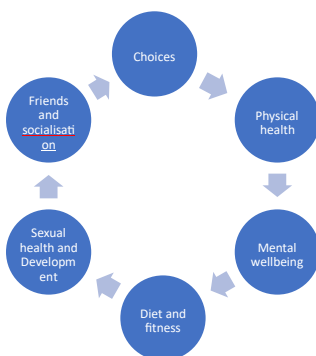
Inclusion in cultural events and activities, organised within the home and accessed in the local community and beyond, are essential ingredients to young people positively valuing their own, and others, heritage, and identity.



A wide variety of activities, which are risk assessed, will be made available to young people on a weekly basis. Support, to gain a sense of mastery in a favoured or chosen hobby or leisure activity, will be given by staff. Young people are also actively encouraged to join and attend local sports facilities and other social clubs as part of their mental and physical well-being and helping them to develop social interaction skills outside of school and home. We believe it is important that young people are afforded the opportunity to lead an active, enjoyable life, which stimulates them and encourages social skills, concentration, and coordination levels. Which we believe in turn boosts confidence and self-esteem. Leisure facilities are available locally and young people will be encouraged and actively supported with maintaining a fitness regime by staff.

HEALTH

Details of any healthcare or therapy provided, including details of any qualifications and professional supervision of the staff involved in providing healthcare or therapy.



Maintaining, and when necessary, improving, the health and well-being of children and young people is an essential component of the care we provide. We are committed at Melwood to promoting a healthy living lifestyle within our home which is reflected in the standard of the accommodation, routines for cleaning and laundry, menu planning and encouragement for healthy lifestyle options all of which encourage independent skills for our young people as they grow and transition to adulthood. In decision making. Comprehensive health records are maintained within the home. Prior to admission, a full medical history is collated, which is



incorporated in our assessment and subsequent care plan. We aim to ensure that each young person (if placed from outside the area), will be registered locally with a doctor, optician and dentist, within one week of admission. Appointments will be made for regular check-ups and follow up appointments and young people will be supported in accessing these. Each young person will be encouraged and supported to attend their yearly medicals.

All young people have an Individual Health Care Plan which is reviewed regularly.

Melwood have engaged the services of an independent consultant to implement, regularly review and advise on Positive Behaviour Support practices which is the model we use to change and manage behaviour. This involves working with the staff, the manager and the young person/people in placement, to produce Behaviour Support Plans and Periodic Service Reviews which enable the staff teams to effectively work in a unified way to provide support to the young person, focusing on the positive behaviours. Professional qualifications are identified in Appendix 1.

Young people's medication will be stored and administered in accordance to the Royal Pharmaceutical Society's Guidelines on Medication in Care Homes and Children's Homes. The Registered Manager will ensure that young people who are on long-term medication, will have their medication reviewed at regular intervals by their G.P./CAMHS

Permission for administrating prescribed and non-prescribed 'homely remedies and medication will only be given, following authorisation from the Placing Authority, or person with parental responsibility and the professional prescribing prior to admittance.

We aim to ensure that all staff hold a current First Aid Certificate, to enable them to respond appropriately in the event of ill health or accident. Emergency services will be called as appropriate and necessary.

The Registered Manager and staff team will promote weekly menus, planned in conjunction young people, that are nutritious and well balanced, taking account of any medical, cultural, or religious requirements. We also promote vegetarian and vegan options in the form of a meat free Monday.

It is our belief that food can have a direct impact upon the young person's physical, emotional, and subsequent behavioural response. It is our aim to offer healthy, wholesome meals, rich in the nutrients required for the promotion of a healthy lifestyle. We will encourage young people to try new foods as well as develop their skills in food preparation and cooking. Where there appears to be intolerance to certain foods, tests can be locally accessed, and dietary provision made for this. We believe that it is important that young people are afforded the opportunity to lead an active, enjoyable life, which stimulates them and encourages social skills, concentration and coordination levels which in turn boosts confidence and self esteem. Leisure facilities are available locally and young people will be encouraged and actively supported with maintaining a fitness regime by staff.

TRAUMA INFORMED PRACTICE AND THE PACE APPROACH

The staff at Melwood have had training from Psychology Associates in attachment, developmental trauma and using the PACE model developed by Daniel Hughes.

Developmental trauma is experienced through early childhood experiences within early relationships. Such experiences in these relationships which create the trauma include all types of abuse and neglect. The effects of developmental trauma can manifest itself as behaviours that challenge, including inflicting harm on themselves and others. The lack of positive parenting impacts on developmental trauma and young people often experience difficulties controlling their emotions and behaviours and lack the ability to understand how their behaviours impacts on others.

Developmental trauma impacts on attachments for young people and most young people who experience developmental trauma develop insecure attachments meaning they can present as anxious especially in relation to how their needs may be met. Often young people get their needs met through their behaviours. This can be behaviours which generate positive interactions such as being clingy, needy, or dependent, or it could be behaviours which create space between themselves and others such as being destructive or aggressive. Such behaviours are a survival technique learnt from a very young age.

In order to support young people with developmental trauma there is a need to create a safe/secure environment for them. This can be achieved through the use of the PACE model developed by Dan Hughes. This is a particular way of relating to Children and Young People who have experienced complex trauma and is implemented using the following strategies to manage the young person:

P = Playfulness

A = Acceptance

C = Curiosity E

= Empathy.

Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information, or the evidence can be accessed.

Our main theoretical model is based upon positive behaviour support, where positive behaviours are rewarded, thus reinforcing them, and negative behaviours are appropriately challenged.

The effectiveness of the care that young people receive at Melwood is measured in the identifiable changes in behaviour and positive outcomes that they are achieving. It is our policy to celebrate even the smallest achievements with the young person in order to promote a positive sense of value, self-esteem, and well-being. Children and staff have access to SALT and PBS which informs risk assessment, this allows the children and young people to take safe risk's and enjoy learning in the process. The risk assessment and behavioural plans also provides staff with guidance to support and meet the needs of the children and young people.

POSITIVE RELATIONSHIPS

The arrangements for promoting contact between children and their families and friends.

We believe family contact is essential for young people provided it is not prohibited by a court order.

At Melwood we are committed to promoting positive contact between the young person, their families and significant others. In cases where contact is restricted for whatever reason, the Registered Manager will ensure that the young person understands the reasons why and is supported to cope with their feelings on the situation.

Relationships between young people and their families are often difficult. Contact is not always a positive experience for either party. Staff are here to help and support both parties, by facilitating contact and working through issues identified with the young people. Where welfare is a concern, contact may need to be supervised and this is agreed prior to admission to the home.

Young people will be encouraged to maintain regular contact with family and friends by telephone, text or email, letter and / or home visits.

Family members are welcome to visit the home however this will need to be planned and agreed in advance. We expect all visitors to behave in a responsible manner and reserve the right to ask visitors to leave the home should their behaviour be deemed detrimental to the young person or any other young people.

The monitoring of telephone calls or other contact because of fears for the safety of the young person can be managed with appropriate authorisations in place.

PROTECTION OF CHILDREN

A description of the home's approach to the monitoring and surveillance of children.

At Melwood all external doors have electro-magnetic locks installed which can be opened using a fob, which staff keep on them. This is to ensure everyone's personal safety and is a requirement of a DOLS order for one young person. All windows in Melwood are equipped with restrictors, and this again is to ensure personal safety of the young people in our care.

As a result of direction by a Court, whereby a young person has been electronically tagged, Melwood will cooperate by allowing the installation of the relevant telephone equipment within the home.

All the staff at Melwood have received safeguarding training and understand the issues in relation to looking after young people who may have been the victims of abuse and neglect in the past, both in terms of their own needs and also in relation to the risk they may pose to others.



The staff are vigilant in relation to the young person's ongoing safety and protection, are aware of the indicators, signs and symptoms which can be present when abuse is taking place. They are trained in the local Children's Safeguarding Board procedures for managing suspected safeguarding concerns and are clear about the lines of responsibility and

accountability within the home. Managers and Deputies receive enhanced safeguarding training.

The home operates a Whistle Blowing policy to empower care staff to report any concerns they may have regarding a colleague or managers practice. To further enforce the policy, it is a disciplinary offence not to report concerns and failure to do so can lead to dismissal without notice.

As necessary, the organisation will advise Ofsted of any employee dismissed for poor practice and concerns will also be reflected in any future reference request.

A vital component of keeping a young person safe is to recognise what level of risk they present to themselves and others. This determines the level of supervision required and the reporting procedure for each individual young person.

Staff at Melwood have the support of the local community Police team and work together to ensure the safety of the young people in our care. A pre-placement checklist is provided for the local team to make them aware of the risks that young people in our care face and officers will be involved in risk management planning for each young person.

Reporting procedures in place will ensure that the relevant people (Police, Children's Services or the Emergency Duty Team out of hours), parent (if authorised to do so) are notified as a priority and the correct missing person's procedure, as well as police protocol, are followed. Individual risk assessments will be in place, to identify if a young person may have absconded, or maybe just taken themselves off for a short time to cool down before they would return.

The decision as to when to report them as absent without authority would be made by the staff on duty alongside the Registered Manager. This decision is kept under review every fifteen minutes, being mindful of the risk factors of the individual young person, including age, understanding and previously known history. The maximum lapsed time before notification should be made to the police, will be dependent on the risk assessment within their care plan and circumstances on the day.

Melwood has a protocol, agreed with the local police, of the procedure to follow when a young person is 'missing from care'. The welfare of the young person is paramount. If a young person is likely to be at risk, we will share information, which may help to ensure their safe return promptly with the police.

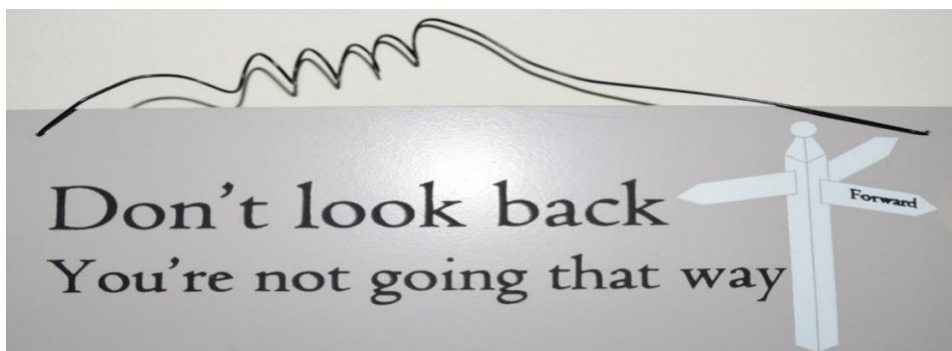
On the return of the young person, all those notified of their absence will be notified of their return. A key work session will be held with them to identify the reasons why they went and look to support them, in order that this should not be repeated. It is recognised that staff show sensitivity to the possible reasons why the young person absconded and alert a line manager, should they believe it is because of issues in house.

We will work in partnership with placing authorities to ensure return home interviews are completed and will review care plans and risk assessments are reviewed after any missing episode.

Details of the home's approach to behavioural support, including information about –

The home's approach to physical intervention in relation to children;

At times, the circumstances that have brought young people to Melwood will mean that they are not coping well and will display unacceptable behaviours. We believe it is important that clear boundaries and explanations of acceptable and unacceptable behaviours are a given. Ensuring there are consistent firm but fair boundaries, which are maintained and reinforced, affords the young person the opportunity to alter their behaviours, thereby regaining control over themselves.



We at Melwood are committed to developing a positive ethos which is underpinned by the PBS model of behaviour support described earlier.

Developing an atmosphere of mutual respect between staff and young people helps to develop relationships based on positive experiences and empowering young people to develop self-control, thus minimising the potential for incident. This encourages young people to feel a sense of belonging, have pride and ownership of their surroundings, to feel physically and emotionally safe, develop moral responsibility and learn to live in harmony with others.

It is important that young people understand that there is a consequence for all their behaviours, both positive and negative. Consequences for positive behaviour will be recognised through verbal feedback, positive reinforcement and/ or rewards, either one off or as a result of an incentive scheme. Consequences for unacceptable behaviour are likely to be dependent on the incident and might be a natural consequence or an action to ensure future safety. Wherever possible focus will return to the positive elements (through PBS strategies). Young people may be asked at times to suggest an appropriate consequence for themselves, thus giving them more power and clearly identifying a consequential environment. This will then be reflected as a positive step in their own behaviour management.

Good practice is to promote positive behaviours, by careful proactive planning, avoiding negative incidents occurring if possible.

We believe that the purpose of all human behaviours is to have a need met. Young children with autism are at risk of challenging behaviours which in some instances is due to their developmental delay in communication, language and social development. Following an incident, there will be a debrief with the young person to identify which need they believed

was not being met. This will then be explored to allow the young person to come up with future alternative solutions and actions, in order to prevent a recurrence.

How persons working in the home are trained in physical intervention and how their competence is assessed.

There is an expectation that staff will role model positive behaviours and provide consistency of care. We believe good communication is key to deescalating incidents. Staff have received training in behaviour management and will use their knowledge of the young person, alongside proven verbal and deflective techniques, to diffuse situations wherever possible.

Serious incidents of challenging behaviour, which involve violence by the young people towards others, themselves, or causing serious damage to property, will not be tolerated. At these times, physical intervention is used as a last resort, if the young person will not desist from their actions.

All staff are trained in CPI which is designed to maximize the safety of

everyone involved in a crisis. The intent and focus of training are for staff to learn a system of verbal and physical intervention techniques that can help them recognise and address escalating behaviour at its earliest stages — before it requires physical intervention. However, the staff are trained in the use of physical intervention which, when applied in a safe and controlled manner, allows the young person to regain control with dignity.



Staff will only use the minimum amount of force necessary, to prevent immediate injury, harm or damage coming to the young person or others and in accordance with our Policy and Procedures.

Only staff trained in CPI de-escalation techniques will be permitted to physically intervene, using approved methods only. This will be updated in accordance with recommendations or as required and will be an ongoing programme with new staff.

Following the use of any physical intervention, staff are required to complete an incident report. This will indicate the reasons why this course of action was necessary and what was attempted prior to this to prevent it. The report will also include, how exactly the young person was held, with length of time defined and outcomes, including whether a young person received a de-brief, the relevant documentation completed and if medical attention was offered or received. This report will be sent to the Placing Authority, parent (if required) and the Registered Manager informed. Staff will also ensure the home's restraint logbook is completed satisfactorily. The Registered Manager will conduct a de-brief with staff after an incident and if appropriate risk assessments and care or placement plans will be amended.

Any injuries sustained by staff or young people involved will be recorded in the accident book maintained in the home and appropriate medical attention given.

There may be times when police assistance is required, following a serious assault or extensive criminal damage. The Registered Manager is the person responsible for authorising this.

At Melwood we believe that, wherever possible, young people should be supported in not entering the criminal justice system, unless there is likely to be a positive outcome for the young person in the involvement.

Following police being called to the home, a Regulation 40 notification will be sent to Ofsted.

LEADERSHIP AND MANAGEMENT

The name and work address of the:

Registered Provider

Idem Living

6 Stable Court. Water
Lane

L35 1RD

The Responsible
Individual

Julie Wright

Idem Living
6 Stable Court
Water Lane
L35 1RD

The Registered Manager

Gareth Tarpey

Details of the experience and qualifications of staff including any staff commissioned to provide education or health care

SEE APENDIX 1

Details of the management and staffing structure of the home including arrangements for the professional supervision of staff, including staff that provide education or health care.

The registered address for both the Responsible Individual and Registered Manager is:

Idem Living,
6 Stable Court
Water Lane
L35 1RD

Company Director

Rob Gillespie

Responsible Individual

Julie Wright

Head of children's services

Julie Wright

The Responsible Individual has operational responsibility for the overall management of Melwood. Julie Wright is responsible for defining policy, care practice, providing support and direction to the Registered Manager and her team.

The Registered Manager is responsible for the day-to-day management of Melwood. The Registered Manager ensures that the care provided within the home complies with and exceeds statutory and regulatory requirements.

Julie Wright is responsible for liaising with placing authorities and external bodies, as well as appropriately admitting young people to the home whilst the Registered Manager has management responsibility for the development and implementation of a comprehensive care plan for each young person.

Julie takes responsibility for Health and Safety requirements within the home and is supported with this by the larger organisational team.

Each member of staff receives individual Supervision from the Registered/Deputy Manager/Team Leader every 4-6 weeks. Additional supervisions are held if necessary either at the request of the individual or the Registered/Deputy Manager. Supervision will include work performance, training requirements, personal development, the young people, staff team and personal issues.

The Registered Manager receives supervision from the Registered Individual on a regular basis.

As we expect our young people to learn and thrive, at Melwood we ensure the staff team feels valued and supported to reach their full potential by being presented with opportunities to continuously update their knowledge and skills.

Each member of staff takes part in an annual appraisal process. This is a record made of each staff member's current level of performance, targets for the coming year and agreed training needs to be met as part of the individual's personal development programme for the next twelve months.

Outside agencies are used to assist with training and development of the staff in order to meet the needs of individual young people using our services.

Melwood utilises the services of a Leadership and Management Coach from *Dialogue limited* (John Woodhouse, Chris Freestone) who works with the manager offering mentoring and workshops, as well as training and advice in the fields of safeguarding and best practice. Melwood management team is currently part of the Residential Leadership forum

If the staff are all one sex, or mainly all one sex, a description of how the home promotes appropriate role models of both sexes.

Melwood is staffed by both males and females with a variety of backgrounds and experiences. The staff team is diverse and provides influences from many walks of life including a broad age range.

CARE PLANNING

Any criteria used for the admission of children to the home, including any policies and procedures for emergency admissions.

It is our belief that placement breakdowns are extremely disruptive to the lives of children and are less likely to occur if they are well planned and appropriately placed.

An initial referral to the organisation is carefully considered by the Responsible Individual to consider the appropriateness of the young person and their needs. Significant depth of information will be required to ensure every placement is made with effective support and resources.

Wherever possible, following the initial referral, the young person is visited by the Registered Manager and care staff and an assessment of their needs, as well as our ability to meet those needs, will be completed.

Careful consideration is given to match young people's individual needs with our carer's strengths, experience, and qualifications. If there is a young person already living at Melwood, then an impact risk assessment will be completed to ensure that any potential difficulties will be minimised and that the two-young people are suitably matched to be able to live together.

If it is felt that a placement at the home can make a positive difference to the life of the young person, then at least one visit to the home by the young person will be encouraged prior to the placement commencing. It is an expectation that the placing social worker and where appropriate, significant others, will accompany the young person.

The young person will also receive a 'Young Person's Guide' to help answer any questions they may have.

At Melwood we believe that statutory reviews arranged by the Placing Authority are an extremely important time for young people in our care. It is the time to review and celebrate what has been successful within the placement as well as what requires further work.

When a young person is first placed, we aim to achieve a planning meeting within 72 hours of their placement commencing to ensure everyone agrees with the placement plan, aims and objectives. Statutory reviews are then to be held 20 days after the initial placement, at three months and then each subsequent six-month period. Reviewing young people's placements is essential to the care that is offered within Melwood. The short, medium and long-term goals need to be identified and agreed with the young person and by all those involved in their care in order that positive outcomes can be achieved.

The Registered Manager is responsible for monthly internal updating of the Placement Plan's effectiveness.

Transition

IDEM Living recognise that change is very difficult for young people and that transitions, both moving in to and leaving the home, potentially will have a lasting, emotional impact if not facilitated well by all who have a responsibility for this process.

IDEM Living will always strive to make any transition a positive and quality experience that is tailored to the individual's needs.

We operate a very robust information gathering and assessment process for every young person potentially matched to our homes. This is an ongoing, cumulative process for the duration of the individual's time in our care. The collated, relevant information that future placements would need, should the child move to another placement, will be made available in an accurate and timely manner when the child or young person eventually leaves our care.

Planning for the eventual move from our care is considered at the point of initial referral and is an integral part of consultation of all stakeholders and the young person.

We believe that the young people in our care should, from arrival, begin working towards their transition into adulthood and prepare for living independently. Our staff team will help each young person to prepare for any move from the home whether they are returning to another placement, moving into adult care or living independently. Our staff team will support each young person in developing emotional and mental resilience to cope without the homes support and, where they are moving to live independently, are provided with practical skills such as cooking, housework, budgeting and personal self-care. Young people should have access to all educational or employment opportunities that are available to their peers at transition and during their care and should, therefore, not be disadvantaged either academically or socially.

At Melwood we believe in supporting our young people to reach their maximum potential, when possible, to make positive informed choices and developing new skills. As set out in the National Service framework for Children and Young People.

For young people moving into our homes, the length of transition will depend on the availability of the information required to accurately match the young person's needs to the home. We would also seek, wherever possible, to provide the young person, his carers and his Social Worker opportunities to familiarise themselves with both the staff team and the home environment to facilitate a quality admission that contributes to the best possible care experience for that child or young person. IDEM Living will provide the same opportunity when a child or young person leaves our care. IDEM Living will provide a fully supportive transition when the child or young person leaves our home and can provide an agreed level of support/contact beyond their departure should all partners agree this is in the best interests of the individual. Similarly, upon attaining the age of 18 years, and moving to adult care or independent living, IDEM Living can maintain the care of the individual for a period of time beyond their 18th birthday if that is considered, by all stakeholders, to be in the best interests of the individual. This would need to be planned to allow a variation of the home's registration where required.

Staying Put – Staying Close

Children reaching adulthood and living in children's homes are relatively small in number. But they are the most profoundly challenged, disadvantaged and often damaged children in the country. Offering them continued care and support alongside a growing independence, and in a way comparable to that experienced by eighteen year olds when they leave home for University, would be dramatically to improve their life chances.' (Report of Sir Martin Narey's independent review of children's residential care – July 2016).

IDEM Living work endeavour to offer young people moving on from their children's home support and guidance to ensure that they are afforded the same opportunities as other young people residing with their families ' .

Staff Team

Full Time Staff

Job description	Qualification	Group Experience
Gareth Tarpey Registered Manager	Completed level 5 leadership and management. Diploma level 3 in childcare and young people. Mandatory training completed	Gareth has over 14 years experience working with children aged 7 to 18 years old with emotional, behavioural and severe learning difficulties. Also

	including level 2 in safeguarding. BSc Hons in Management.	having 18 months experience as an Interim Registered manager and Deputy manager.
Aaron Davies Deputy Manager	Aaron has his level 3 diploma in CYPW Residential. Team Leadership diploma level 3. Aaron has a qualification in Introduction To Working With People With Autism, attained with Coventry University Has undertaken his mandatory training and additional leadership training such as Attachment and Trauma, Reflective Supervision, Safer Recruitment, Safeguarding Level 3	Aaron has worked in children's residential for over 9 years. During that time Aaron has also worked in educational settings and in adults supported living services. Aaron started at IDEM as an RSW and has developed within.
Danielle Quirk Team Leader Maternity Leave	BSc Hons 2:1 Child Health and Wellbeing Danielle has completed level 2 in autism and completed all mandatory training. Danielle is currently working towards her level 4.	Danielle has over four years' experience of working with children both paid and voluntary. Danielle focused her dissertation on supporting young people with autism.

Hung Cam Residential Support Worker	NVQ level 3 in health and social care in caring for young people. TCI, AFTA thought (challenging behaviour and child protection), kidscape, C net, Attachment and trauma informed care, dyslexia training, community sports leadership award, playworker foundation course, army youth team (outdoor pursuits. Mandatory training.	30 years' experience working with young people from early years to young teenagers.
Barbara Payne Residential Support Worker	BSc in Psychology- University of Belgrade NVQ Level 3 in Children and young Peoples workforce.	Barbara has over 4 years' experience supporting children with EBD and LD in residential settings.

Edward Tinsley Residential Support Worker	Edward has completed MAPPA training and currently completing the induction training as a new starter at Melwood.	Edward has over 20 years experience working in childcare supporting children from all ages with various needs.
Katie Tomlinson Residential Support worker	Currently working towards level 3 in health and social care. Completed CPI training working towards completing mandatory training	Youth work experience for young people ages 9 to16 as well as experience working for the agency supporting adults in care.
Courtney Foster Residential Support worker	Currently CPI trained medication trained completed safeguarding training, active listening training, also trained in Makaton, basic life support, child sexual exploitation, covid 19, fire safety, food safety, GDPR and data protection, health and safety, infection control, manual handling, MCA and DOLS.	Courtney has over 7 years' experience in support worker, supporting children and adult. Supporting children with autism.
Louis King Residential Support Worker	NVQ level 3. All mandatory training completed including safeguarding and CPI.	Louis has 4 years' experience working with children and young people with autism.

<p>Aminata Kamara Maternity Leave</p> <p><i>(This position is currently filled by bank staff GH)</i></p> <p>Waking Night Support Worker</p>	<p>Has completed her NVQ Level 4 in Social Care.</p> <p>All mandatory training undertaken</p>	<p>Aminata has several years' experience of working with children and young people in a variety of settings.</p>
<p>Silvia Nemethova Residential Support Worker</p>	<p>Silvia completed Level 3 / 4 diploma Early childhood care education.</p>	<p>Silvia has 3 years' experience working in residential care with emotional and behavioural difficulties, 2 years with autism, 3 years working in adult care.</p>
<p>Samantha Anderson Residential Support worker</p>	<p>Samantha has a level 2 childcare qualification and has recently completed MAPA training, safeguarding and medication training. Currently working through the mandatory training.</p>	<p>Samantha has over 5 years' experience working as a support worker and has personal experience of caring for her cousin who has been diagnosed with ADHD and autism.</p>
<p>Hannah Johnston Residential Support worker</p>	<p>Hannah has a level 3 in Health and Social Care, a Level 3 in Management, a Level 4 in Working with Children and Young People and is currently completing a level 5 diploma in Education and Training. Hannah has complete MAPA training, safeguarding, medication and first aid.</p>	<p>Hannah has worked with children and young people for 8 years and has 6 years' experience with SEND and SLD. Hannah worked as a Mental Health TA for 2 years and specialised in emotional literacy and self-esteem support for children aged 5 – 11 completing training called ELSA for Knowsley council. Other training complete includes Autism Awareness, Childrens Mental Health, ACES, Specific Learning Difficulties and Art Therapy Skills.</p>
<p>Mark Bowen Residential Support Worker</p>	<p>Mark has been training in Trauma, Restorative justice, Thinking Skills for life and has been a First Aid instructor. Mark has complete MAPA training, safeguarding, medication and First aid</p>	<p>Mark has 3 and half years' experience working within the care sector. I have worked with adults with complexed needs and a years' experience working with children with complexed needs and challenging behaviours.</p>

Part Time Staff

Job description	Qualification	Group Experience
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<p>Elaine Rawsthorne Residential Support Worker</p>	<p>Elaine has completed MAPPA training and going through induction training. Level 2 and 3 NVQ in early years Care and Education.</p>	<p>20 years working in school with children from ages 4 to 11. Last 6 years with children with autism.</p>
<p>Gemma Osborne Residential Support Worker & waking night support worker</p>	<p>Gemma has completed; FETAC Level 6 (equivalent to NVQ level 4) in Early Childhood Care & Education, FETAC Level 5 (equivalent to NVQ level 3) in Early Childhood Care & Education, Paediatric First Aid, Food Safety and Hygiene Level 2, Fundamental British Values & The Prevent Duty, Recognising and Supporting children with Special Educational Needs & All appropriate training for her role in Melwood. Gemma is currently working towards her Understanding Autism level 2.</p>	<p>Gemma has 10 years working within the children sector, including Childcare assistant, Child minder, nursery nurse, babies team leader and senior nurse practitioner. Gemma's last 2 and a half years has been the role of senior nursery nurse in a pre-school room supporting several children with additional needs.</p>

Bank Staff

Job description	Qualification	Group Experience
<p>Stacey Anderton Bank Worker</p>	<p>Level 3 diploma for children. Mandatory training completed. Qualification in attachment and trauma.</p>	<p>Stacey has 5 years experience working with young people who have emotional and behavioural difficulties. Stacey has worked in residential care and currently working as a teaching assistant in a SEN school.</p>

Jennifer Shacklady Bank Worker	BA(hons) business and information PGCE business education with QTS Diploma in Child and Adolescent Counselling and Diploma in Aromatherapy	Jennifer has 25 years' experience working with children and young people in a variety of settings including as a teacher in classroom settings. Jennifer also supported children and young people in the community including SEN and worked in various residential settings including secure and step-down provision.
Grazia Hampson Bank Worker	Grazia has completed all mandatory training and has her level 3 in Childcare in Residential Services.	Grazia has 12.5 years' experience in a variety of working in children's care setting including secure unit, EBD and SLD.

Additional Support

Rob Gillespie Managing Director	Diploma In Social Work (Residential Child Care Initiative) Diploma In Higher Education MAP and PATH Facilitator Person Centred Planning Supervisory Management PBS Safeguarding	Rob has worked in social care for over 37 years with both children and adults who have learning disabilities and, or Autism.
	Recruitment and Selection Business Development Managing Budgets MAPA Medication Management CSE ABCD (Abuse of Children With Disabilities SRV All Mandatory Training.	

<p>Julie Wright</p> <p>Responsible Individual</p> <p>Head of children's services</p>	<p>Social Work Degree</p> <p>NVQ Level 3 in promoting independence</p> <p>All mandatory training; first aid, child protection, health and safety, manual handling, food hygiene, administering medication MAPA</p> <p>Safer recruitment</p> <p>Safe Guarding Level 3</p> <p>Child Exploitation level 3</p> <p>DoLs/MCA</p> <p>Level 5 Management and Leadership within Residential Childcare</p> <p>Independent mentoring in Leadership and Management</p> <p>Level 7 Leadership and Management</p>	<p>Julie has 16 years of experience of working within Health and Social Care with children, young people, families, Adults with learning disability and Mental health, including five years as a safeguarding social worker.</p>
<p>Kyle Russell</p> <p>PBS Lead</p>	<p>All mandatory training: first aid training, health and safety, manual handling, food hygiene, fire safety, administering medication, MAPA, Autism Awareness</p> <p>BILD PBS Coach</p> <p>PBS Diploma level 5</p> <p>CPI Trainer</p> <p>NVQ Level 3 Health and social care</p>	<p>I have over 10 years of experience of working within Health and Social care with Adults and Children with Learning disability, Autism and Mental health. I have worked for IDEM Living for 7 years.</p> <p>I am IDEM Living's PBS lead and CPI trainer</p>

Review of document

Date of changes	Changes Made	By Whom
30.11.2022	Added staff members; JF and GO.	Danielle Quirk Team Leader
28.12.2022	Personal details of staff member Barbara has been updated. There is a new surname of Payne instead of Smit and she is no longer on maternity leave.	Gareth Tarpey Registered Manager

03.02.23	Arnold and Tammy no longer work in Melwood and have been removed from the staffing list. Liam has changed his role to bank staff, and Edward and Elaine are new starters in Melwood and have been added.	Gareth Tarpey Registered Manager
07.03.23	Information has been updated, allowing a young person to live beyond their 18 th birthday in Melwood under certain conditions. Ellis has been removed as she no longer works for Melwood. Holly has been added to the staffing list as a new starter. Structure of the staff members have changed to clearly show, full time, part time and bank staff.	Gareth Tarpey Registered Manager
13.04.23	Updates have been made to the staff team. Danielle Quirk is on maternity leave, Richard Russell has transferred to working in IDEMs adult services, Liam Jones and Rebecca Greer are bank staff and both left Melwood as they have full time jobs elsewhere	Gareth Tarpey Registered Manager
06.05.23	General updates have been made throughout the document, including the details of the type of young people currently living in the home and bespoke training completed by the staff working in the home. Silvia Nemethova has been added to the staff team as a new full-time member of staff.	Gareth Tarpey Registered Manager
07.06.2023	Staff member S Plimbett has been removed and no longer works in Melwood. Two new full time staff members for Melwood have been included, Rhiannon Quigley and Samantha Anderson. Information has been updated to reflect the home having 2 young people living and going through the referral process.	Gareth Tarpey Registered Manager
12.07.23	Staff member R Quigley has been removed from the staffing list, no longer working in the home and H Johnson has been added to the staff team	Gareth Tarpey Registered Manager

01.08.2023	Staff member H Owen has been removed from the staffing list, no longer working in the home.	Gareth Tarpey Registered Manager
01.09.2023	Staff member J Purcell (bank staff) and part time staff member J Foster no longer work in the home. Full time staff member M Bowen has joined the staffing team.	Gareth Tarpey Registered Manager