



Statement of Purpose and Function

Moonreach

SC 448997

This statement of purpose and function has been written considering.
the Quality Standards effective from the 1st of April 2015

Reviewed and Updated: 10.10.2024.

to be reviewed: 10.04.2025

Moonreach statement:

Moonreach prides itself on setting and achieving the very highest of standards for the children residing with us, we are creative and proactive in providing quality standards of care and education that meet the individual needs of our children and we believe that residential childcare is a positive choice for many children.

The Directors, Management, and Staff of Moonreach have embraced the “Quality Standards” and as such over the coming pages we will show you how we intend to meet the requirements and how “the principles of residential care” are embedded into our practice.

The principles of residential care

Children in residential care should be loved, happy, healthy, safe from harm, and able to develop, thrive and fulfil their potential.

Residential care should value and nurture each child and young person as an individual with talents, strengths, and capabilities that can develop over time.

Residential care should build positive relationships; establish strong bonds with children and young people based on jointly undertaken activities, shared daily life, domestic and non-domestic routines, and established boundaries of acceptable behaviour.

Residential care should be ambitious, nurturing young people’s school learning and out-of-school learning and ambitions for their future.

Residential care should be attentive to need, attending to young people’s emotional, mental, and physical health needs, such as repairing earlier damage to self-esteem and supporting friendships.

Residential care should be outward facing, working with the wider system of professionals for each child, and with children and young people’s families and communities of origin to sustain links and understand past problems.

Residential care homes should have high expectations of staff as committed members of a team, as decision-makers, as activity leaders, and engaged in ongoing learning about their role and the children, young people, and families they work with.

Residential care should provide a safe and stimulating environment in high-quality buildings, spaces that support nurture and privacy as well as common spaces, and spaces to be active.

Quality Standards 1st April 2015

Index: -

Section 0 – Care Provider and Manager

- 0.1 Responsible Individual
- 0.2 Registered Manager
- 0.3 Ofsted
- 0.4 Children’s Commissioner

Section 1 – Quality and Purpose of Care

- 1.1 Aims, objectives and ethos of the home
- 1.2 Our aims and anticipated outcomes for children and our approach to achieving them
- 1.3 Age, range, sex, and numbers of children
- 1.4 Accommodation at Moonreach
- 1.5 Location of the homes
- 1.6 Accommodating special needs, disabilities, and characteristics
- 1.7 Health & Safety
- 1.8 Admissions Procedure
- 1.9 Criteria used for emergency placements
- 1.10 How we promote and support the religious, cultural needs of the children placed
- 1.11 Other services outsourced by Moonreach- Brewood
- 1.12 Support during transition from the home
- 1.13 Therapeutic techniques undertaken at Moonreach

Section 2 – Children’s Wishes and Feelings

- 2.1 Our facilities & services
- 2.2 Promoting and respecting ethnicity and diversity
- 2.3 Children and young people’s rights
- 2.4 Anti-discriminatory practice, working with children and their parents
- 2.5 Consulting with children about their needs and quality of care
- 2.6 Complaints made by children

Section 3 – Promotion of Education

- 3.1 Educational provision
- 3.2 Staff encouragement and support
- 3.3 Supporting children with Special educational needs
- 3.4 Non- attendance, suspended or expelled
- 3.5 Areas available to study and home tutoring

Section 4 – Enjoyment and Achievement

- 4.1 Encouragement and provision of internal and external activities
- 4.2 Make positive contribution to the home and to the wider community

Section 5 – Health and Well-Being

- 5.1 Promoting health
- 5.2 Promoting exercise and fitness

Section 6 – Encourage Positive Relationships

- 6.1 The importance of positive relationships

Section 7 – Protection of Children

- 7.1 Assessing our staff are competent to manage challenging behaviours
- 7.2 Safeguarding our culture and ethos
- 7.3 Children missing from Home
- 7.4 Anti-bullying
- 7.5 Consequence to negative behaviours
- 7.6 Non permissible consequences
- 7.7 Positive physical intervention
- 7.8 Recording and reporting
- 7.9 Safe area risk assessment
- 7.10 Fire Procedures and keeping the home safe

Section 8 – Leadership and Management

- 8.1 Stable and sufficient workforce
- 8.2 The recruitment of staff
- 8.3 The training and development of the staff team

- 8.4 Supervision of staff and team meetings
- 8.5 Electronic or mechanical means of surveillance used within Moonreach scheme
- 8.6 Management monitoring and review

Section 9 – Care Planning

- 9.1 How we support and promote contact between the children placed and their parents and significant others
- 9.2 Reviews and placement plans
- 9.3 Behaviour management plans
- 9.4 Pathway plans
- 9.5 Independent skills workshops

Section 10 – Staff Table

- 10.1 Staffing List

Section 11 – Company Structure

- 11.1 Company Structure
- 11.2 Organisation Chart

Registered Provider

Fern Cowie
51 Middle Deal Road
Deal
Kent
Tel: 07970397169

Manager

Richard Kay
51 Middle Deal Road
Deal
Kent
Tel: 01304 367799

0.1 The Registered Provider of Moonreach is:**Fern Cowie**

Fern is the responsible individual for the company.

Fern has many years of experience working within a residential setting and caring for children who display challenging behaviours due to their low self-worth and vulnerabilities. Fern has previously been a dually registered manager and is pro-active in supporting the current managers within Moonreach and recognises that each manager brings individual strengths to the company and their own homes.

As part of The Home's own development Fern implements regular supervision with them and in addition, provides external clinical supervision. Monthly meetings take place to provide The Homes the opportunity to collectively share their experience, successes, and ideas. It provides a space for everyone to further develop their understanding, and knowledge allows them to issue resolution and provides them with a sense of purpose.

Fern has a higher educational diploma in social care and regularly attends various mandatory and specialist training to update her skills, and knowledge and to develop her CPD. Fern has also completed the QCF level 7 in leadership and management.

0.2 The Registered Manager:**Richard Kay**

I am the Manager and am beginning the registration process with Ofsted to become a dually registered manager for Moonreach.

I started working within children's residential homes in January 2016 and completed my level 3 diploma before being promoted to becoming a senior care worker and soon after becoming a registered manager.

I have used my initiative to complete additional training for working with children with additional needs and adverse childhood experiences and ensure that anything I have learned is shared with my staff team to further their development. This will be done through staff supervision and meetings that will be held at monthly intervals to ensure that the children in our care are receiving everything they need to be happy, safe, and thrive.

I have completed my level 5 diploma in leadership and management and will attend all training and seek additional learning opportunities to develop my knowledge and practice further and in turn further improve the care of the young people in my homes.

I enjoy supporting young people with their education, going on fun and new activities, learning about the world around them as well as teaching them how to cook drawing upon my catering experience. I strongly believe that the homes should feel like a home and dislike anything that would be seen as institutional.

22.06 The Regulator:**The Regulatory Body is:**

Ofsted
Piccadilly Gate, Store Street, M1 2WD

0.4 The Children's Commissioner:**The Office of the Children's Commissioner**

Dame Rachel De Souza

The Office of the Children's Commissioner
Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT
Tel: 020 7783 8330
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Introduction: -

Welcome to our Home.

Moonreach Independent Living Scheme is the name of our house. It is a 2-bedroom End-of-terrace home which has a warm and friendly atmosphere. We are extremely lucky as the home is situated near to the town and seafront. The town of Deal can be busy and vibrant in the summer months with carnivals, fun fairs, a circus, and many other activities to keep busy. There is much to do for children, including skate parks, leisure centres, youth hubs, and the beach.

The Deputy Manager:

My name is Amy, and I am the Deputy manager for the home. I have been working for the company since 2015. I love supporting everyone in the home and particularly like pathway planning where I can help with developing the children's independent living skills. Both the adults and I take great pride in empowering and promoting the children allowing them to make healthy choices. I like to spend time with everyone in the house and spend time with them. The Adults supporting you each come with their personalities and are there to encourage you with your hobbies and interests, Education, and life skills. We are here to listen to you and value your opinions. We hope that you will build positive friendships and invest in the home.

Messages from the team:

I love feeling I can make a difference with the Children.

I feel that I can bring so much to the children in the home and value the time I spend with them.

Message from a child:

I enjoy being in the home I feel I can talk to some of the Adults about anything and I have a good relationship with my keyworker. I Feel Listened to.

I'm much happier now than when I first came to live here.

Section 1 – Quality and Purpose of Care

22.06 **The aims, objectives, and ethos of the home.**

The home prides itself in its team approach to care, nurture, support, and safeguard children. The Home recognises that every child placed is unique and individual and we strive to work in collaboration with the placing authorities and professionals to meet each child's identified and holistic needs.

Our primary aim is to provide a safe place that offers stability & consistency and empowers the children to build positive relationships with the adults in the home. By working closely with their care plan, the home placement plans are devised to meet their identified needs to aid their transition and development.

The cycle of ongoing assessment, monitoring, evaluation, and review will identify the support and provision required to ensure the child can make progress in all their highlighted areas of need, which can also be achieved by setting realistic targets that are measurable and monitored closely by the adults and manager.

The main objectives of our service are:

- ✓ To provide a safe and secure environment, that is homely, and nurturing, but has clear, insightful, and reliable boundaries which are effective and not punitive.
- ✓ To offer high-quality care and support to children.
- ✓ To provide as near to a family environment as possible.
- ✓ To offer accommodation to 7- to 18-year-olds and support the children to develop their confidence, resilience, and emotional wellbeing.
- ✓ To promote their development and learning.
- ✓ To provide facilities to enable a child to achieve positive change in their lives.
- ✓ To offer a high-quality service.
- ✓ Enabling children to prepare for their independence.
- ✓ Develop self-esteem, and encourage the learning of both social and life skills,

To achieve these aims the following objectives have been set:

- * The creation of a warm, safe, and welcoming environment.
- * The ongoing and continuous development of a multi-skilled staff team.
- * Maintenance of an effective and proactive key-worker system.
- * Access for children to all local relevant services to enable them to become more independent.
- * Encouragement of positive relationships and support for the placement with all persons involved in the child's welfare.
- * Individualised independent packages.
- * Aiding a successful transition into Moonreach or family.
- * In-house workshops to achieve goals, and aims, develop knowledge, life, and social skills in preparation for adulthood.

1.2 Our aims and anticipated outcomes for children and young people and our approach to achieving them.

The company's philosophy of care reflects the deep belief that children have the right to be cared for in a 'safe, stable and secure environment'.

The Home and staff team at the home will endeavour to oversee and ensure a positive living experience for each child placed. The Home takes ownership in providing care that will promote the emotional and physical well-being of each child and support them in coming to terms with the difficulties in their lives and moving towards a more positive future.

Regular house meetings and key-working sessions take place with the children enabling aspects of self-reflection and the ability to take responsibility for their actions and contributions. We have come to realise these interactions are essential for all children's growth and development. The children coming into the home can struggle to form appropriate attachments with both adults and children. The Home ensures that all the children are treated equally, and any Issues of rivalry, jealousy, and anti-social behaviour are addressed immediately.

The aim is to help stabilize and support a child as the staff team recognise moving into a care setting or a transition into another home can be extremely difficult and potentially traumatic. The ethos at Moonreach independent living scheme is child-centred and the home is focussed on identifying individual requirements and devising a structured plan to meet and address these needs.

The home focuses on the ongoing development of life and social skills, when a child reaches an age where it is felt appropriate the team will help to prepare our children for independent living and empower them to eventually move within the community as soon as they feel able and confident in doing so. Any problems, difficulties, or challenges identified during the stay at the home are addressed and the child is taught skills that may be used to help deal with these situations.

The outcome of our service continues to be monitored through monthly regulation 44 visits as well as support from an independent quality assurance advisor. As a home we still adopt the 5 outcomes of Every Child Matters, enabling us to make sure all needs are met.

It is the home's aim that all children can achieve positive outcomes from their stay with us at Moonreach's independent living scheme. We take a holistic approach to the care of our children, and their individual needs are identified, and tangible goals and targets are set to address issues, teach new skills, and address behavioural problems.

1.3 Age, range, sex, and numbers of children and young people

The home is registered to provide accommodation for 2 children of either gender, ages 7-18, and from any ethnic heritage, culture, and /or religion.

1.4 Accommodation at Moonreach.

The Company has two homes (Dually Registered) situated near each other, on a quiet residential road in the seaside town of Deal in Kent.

The home is an end-of-terraced family house organised over 2 floors. It offers homely and family-orientated accommodation for two children. The interior is comfortable, bright, and modern throughout, offering 2 spacious double bedrooms, and one large lounge, with gardens to the front and the rear of the property.

1.5 Location of the homes

The town of Deal lies on the English Channel eight miles northeast of Dover and approximately 20 miles from the historic city of Canterbury. Deal has an attractive mix of unspoiled coastline, a small fishing fleet, and a vibrant high street and shopping area, which makes it one of the gems of the East Kent coast. There are good educational facilities including nearby colleges and universities, as well as good transport links via high-speed trains and motorways.

Deal has plenty to offer children with good local amenities including a local leisure centre with an indoor swimming pool, a recreational park, a pier, and lots of clubs and community activities including the Deal Carnival which is held in the summer and is popular with the residents.

1.6 Accommodating special needs, disabilities, and characteristics.

The House works to provide, care, and promote education, development, and support to children whose previous background experiences may have significantly impacted their lives.

The Home takes a holistic approach to its assessment process and recognises that each child should be assessed about their own specific needs. The Home and the team are aware of the range of issues and factors that may impact the children, which may include learning difficulties and mobility issues. It is our aim that by working in partnership with all professionals involved, we can identify, support, and develop an individual plan to meet specific needs. The staff team is experienced in supporting children with a diversity of special needs, emotional and behavioural issues.

These have included: -

Attention Deficit Hyperactivity Disorder (ADHD), Asperger's Syndrome (ASD), delayed development, Adolescent mental health issues, self-harming, suicidal tendencies, eating disorders, challenging behaviours, destructive behaviours, criminality, inappropriate sexualised behaviour, and persistent absconding.

Unfortunately, due to the layout of the accommodation, the home would not be suitable to accommodate children/young people with severe mobility issues and those who may require wheelchair access.

1.7 Health & Safety

Moonreach takes the health and safety of the children and the adults working here very seriously and to this end, we provide good quality child-focused risk assessments that are regularly reviewed updated and overseen by our company's own internal Health and Safety Consultant – Flavio Walker. Flavio has worked for Kent County Council from April 2002 as "Health and Safety Manager for Environment and Regeneration Directorate and Communities Directorate with a deputising role for Corporate H&S Manager" and from April 2010 as "Corporate Health and Safety Operations Manager for Strategic and Corporate Services with a deputising role for Corporate H&S Manager" and finally from January 2017 as "Head of Health and Safety, Kent County Council until he retired in March 2021 to join Moonreach. His qualifications and experience are impressive: -

- BA (Hons.) (1978-1981): Joint Honours English & Italian (2.ii)
- Diploma in Management Studies (1987)
- NEBOSH Diploma in Occupational Safety & Health (1996)
- British Safety Council Diploma in Environmental Management (2004)
- Institute of Management Executive level 7 Diploma in Management Studies (2006)
- C&G Level 5 Diploma in Residential Children Home Management (2016)
- IEMA Environmental Management System Auditor (2003)
- City and Guilds NVQ D32, D33, D34 Assessors Awards (2001, 2005)
- P405 Asbestos Management (2014)

- New Roads and Street works Supervisors Qualification (2002)
- Chartered Member of Institution of Occupational Safety and Health (Branch Executive Committee member and Branch Education and Development Advisor for SE Branch, National Public Services Group Committee 2012-2016)
- Former Member of the Chartered Institute of Management
- Former Affiliate of the Institute of Environmental Management and Auditing

All electrical equipment in the home is tested (P.A.T) and tagged by a qualified electrician. Electrical items brought into the home by residents are also tested to verify their safety.

Health and safety throughout the home are risk assessed and reviewed annually or updated if a new risk arises. Monthly health and safety checks are made by an appointed member of the team, making sure the environment adheres to regulations and is a safe environment for all children to live.

1.8 Admissions Procedure

All referrals of children are considered, subject to availability. As much information as possible is always requested to enable the home to discuss with the team the highlighted needs of the referred child and to evaluate and match the placement to the needs of the child already accommodated, so as not to jeopardise their placement. The Home also considers the skill set of her staff team, making sure they are experienced in dealing with the potential issues, and specific training is sought to equip the staff team if necessary.

To ensure effective matching is in place, all relevant documentation will be requested at the time of the referral, Moonreach will complete its internal matching procedure which includes completing the matching form to ensure the placement is a good match and that it meets the requirement of the Statement of Purpose about the type of children we admit.

Identified needs, risks, targets, and support required are identified and agreed upon with the placing authority before admission and confirmed in more detail within the placement planning meeting. Risk assessments, behavioural support/management plan, health plan, and Moon Reach's placement plan will be devised in conjunction with the Local authority's statutory Care plan and placing social worker.

From the initial referral to the placement planning meeting, regular liaison will take place between The Home, staff, and the referring authority to ensure that all needs are identified, and staff can manage the risks if any.

Admission process:

1. Telephone contact from placing social worker.
2. During conversation it will be initially identified if Moonreach is potentially an appropriate placement.
3. A referral form is sent, and the social worker agrees to complete the form and send all relevant information, including the most recent review minutes or core assessment.
4. The potential referral is discussed within the staff team.
5. Once the completed referral form is received the placing social worker and child will be invited to visit the home. The social worker will take a copy of the child's guide with them to discuss the home.
6. A potential new placement will only be discussed with the child already in placement when mutual agreement between the placing social worker and the staff team that Moonreach is appropriate.
7. The Home offers to visit the social worker at the appropriate offices and discuss timescales, overnight stays, funding, etc.
8. When the young person comes into the home a keyworker will be identified and the social worker will be able to liaise directly with them regarding the child.
9. A placement plan meeting will be required to take place within 7 days and a review will be held within the first month to assess progress. This meeting will take place at a mutually convenient location for all parties. At that meeting, there will be a request for a commitment from the social worker to visit regularly.

1.9 Criteria used for emergency placements.

- * Moonreach will only accept emergency admissions to the home, based upon the information provided, assessing the possible risk of the impact upon the other child placed solely at The Home and her team's discretion.

- * Our primary concern immediately upon admission is to settle the child into their new surroundings.
- * Within 24 hours, we develop an initial care plan, which is finalized within seven days of an emergency admission.
- * It is a pre-requisite of any emergency admission that formal arrangements are already in place for full and formal medical assessment of the child within 24 hours of their admission.
- * Upon emergency admission, Moonreach's standard non-emergency admission processes as described will apply.
- * All emergency referrals will be risk assessed, taking into consideration any child already in placement. Risk assessments will be made considering children already in place within the home. All staff have knowledge and awareness of risk assessments.

Summary: Our minimum requirements for accepting an emergency placement are as follows.

- The company's impact assessment is to be completed in full.
- The placing authority referral form was completed in full.
- Up to-date placing authority's risk assessment.
- Consideration is given to the needs of the child/young person already in placement.
- A matching management meeting would take place before offering a placement.

Considerations that would be discussed in this meeting would include:

- Specific needs and presenting behaviours of the referred child.
- If medical or specialist facilities are required internally/externally.
- What the educational arrangements were.
- If the skill base of the team can meet the identified needs of the child being referred.
- If specific training is required and how quickly this could be arranged.
- A specific assessment time would be agreed upon before a short-term/long-term placement is offered.

1.10 How we promote and support the religious, and cultural needs of the children and young people placed.

Religious beliefs are always addressed at the point of admission to allow the appointed keyworker the opportunity to locate the nearest appropriate place of worship if applicable.

Because of the nature of the care system, many children have had a 'fragmented experience' with religion. If a child wants to re-establish their religious beliefs, the home will actively support and facilitate them to do so.

We recognise that a child's or young person's religious belief can form an important part of their identity and therefore play a significant part in their personal development.

All children will have the opportunity to attend church or any other environment where they may wish to observe their religion. Staff members will endeavour to facilitate quiet places to pray, or transport required to accommodate this.

The home regularly promotes the children's awareness and understanding of equality, diversity, and multi-cultured society by having in-house theme nights. These consist of the children and staff researching information regarding a certain country, focusing on the religion, culture, and beliefs of that society, cooking an authentic meal, and taking part in discussions and quizzes that are appropriate to the children's abilities. The staff team makes these theme nights engaging and entertaining to encourage involvement.

1.11 Other services outsourced by Moonreach- Brewood School

Standard School Program

The Home is near several local schools. In addition, we have a specialised school Brewood which offers 1:1 support in school for students who need additional help either emotionally, psychologically, or academically.

Virtual School Program

In the Virtual School Program students will be introduced to the course and how to access and complete assignments set for them, this will be held in their home environment with the Intervention Officer. The curriculum will be provided in the following core areas English; Maths; Science and ICT, as well as the ASDAN Short Courses in PSHE; Sex and Relationships Education, and Beliefs and Values.

Once the student has engaged and started to see attainment in these initial areas, we will open further optional courses such as History; Geography; Media; Performing Arts; Business Studies; Art; Woodwork; Animal Care; Languages; Health and Social Care; Religious Studies; Sports and Fitness; Food Technology; Environmental Award. Pupils will be set weekly lessons to follow and tasks to complete which will be submitted via email or post depending on the nature of the activity.

1.12 Support during the transition from the home

All children in the home are supported and encouraged to develop their skills in preparation for moving on to semi/full independent placements. If the children's educational placement is at Brewood School, the home will work closely with the school to provide a wide range of workshops and courses/programs.

Moonreach works with children to develop their confidence and skill set to manage all financial and additional responsibilities, ensuring that the children are given every opportunity to succeed in adult life. Moonreach uses 'AQA's programme which targets a wide variety of responsibilities, workshops, and practical exercises to support a child's understanding and development. The home can also identify areas where the child needs additional support and personalise an independent programme to suit the individual needs of the child.

1.13 Therapeutic techniques are undertaken at Moonreach.

The Home outsources professional therapists' involvement to either/the Child and Adolescent Mental Health Service (CAMHS) or source independent therapists when necessary. The Home and her team will ensure that all therapeutic input from external agencies/individuals holds Moonreach also ensures good communication between the home and therapeutic professionals working with the child and strives to achieve positive outcomes for the children, where appropriate involve therapists in staff meetings and multi-professional meeting regarding the child. Qualifications that are accredited by the British Association for Counselling and Psychotherapy. Individuals who work directly with the children must have a full DBS check completed before working with the children. As part of our therapeutic approach, a certified, PACE training course is held each year and adults are encouraged to use the principles of PACE in the care of children. PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings, and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life. The child discovers that they are doing the best that they can and are not *bad* or *lazy* or *selfish*.

Through PACE and feeling safer, children discover that they can now do better. They learn to rely on adults and trust them to truly know them. For adults, using PACE most of the time can reduce the level of conflict, defensiveness, and withdrawal that tends to be ever present in the lives of some children. Using PACE enables the adult to see the strengths and positive features that lie underneath behaviour that challenges.

Training at Moonreach is provided free of charge to all employed adults as a mixture of online and face-to-face sessions. Adults receive an hourly rate of pay for the time they spend on face-to-face courses. We recognise the importance of building of relationships and trust with the children in our care and the pivotal role that consistent and appropriately trained adults play in that, so employee retention is a particular area of our focus. All adults working at Moonreach receive regular, protected supervision to provide a forum to discuss their practice and CPD. Annual appraisals also allow adults to discuss their ongoing development and career aspirations.

2.1 Our facilities & services.

The Homes main aim and directive is to holistically assess the range of individualised needs of each child placed and form a strategy of support that would best provide a caring and safe environment to develop, grow, and progress. This integrated approach will ensure holistic thinking and a consistent, clear, and evidence-based approach to meet the needs of the child.

Each child will have an initial assessment which will draw together the information gathered from local authority and education. The collating of the chronological and specific issues around each child will identify care, education, and health needs and areas for potential assessment and support.

The home has developed good links within the community and has access to a range of other professionals who deliver individual services to children as and when required. It is the ethos of the home to work as a holistic team and work in partnership with external professionals to ensure a reflective and professional approach to the needs of each child. Moonreach works within the guidelines of the Quality Care Standards of April 2015, whilst also thinking about the daily individual needs of each child and their medium- and long-term plans. When placed, a 24-hour behaviour management plan is devised, incorporating a detailed account of the structure of each child's daily routine. Initial risk assessments are also undertaken monitored and revisited regularly.

Working in conjunction with the Local authority's care plan and the placing social worker, Moonreach's placement plan is put in place that will identify the individual needs that have between identified, goals and targets set with the view of the child's broader, longer-term plans. This is also updated and revised regularly to incorporate changes following an LA statutory review and changes in circumstances.

The Home has developed a cohesive and professional team who are friendly, warm, and approachable sharing a positive and insightful approach when working with children. The importance of developing positive relationships and good communication, enables the children to settle in their surroundings and to relate to the staff team, sharing their concerns and frustrations. These are recorded and monitored within our comprehensive key working system.

Positive behaviour is encouraged and rewarded with lots of praise and rewards whereas inappropriate behaviours are not encouraged and whilst working in partnership with the placing social worker, consequences to actions are used to deter/modify unacceptable behaviours.

All children placed at Moonreach will receive:

Within their home:

- * One-to-one staff ratio when required.
- * Good-sized double bedrooms offering personal privacy.
- * A homely, welcoming, and comfortable environment with provision for high needs/close supervision.
- * An emphasis on building positive, strong, effective relationships and supported by a comprehensive key working system.
- * Support and encouragement to promote and develop their education and development.
- * Promotion of understanding culture and diversity, and acceptance of others
- * Pathway planning

Our Resources:

- * An experienced and well-trained cohesive staff team
- * In-house counselling and therapy services as and when required.
- * Regular in-house workshops to develop self-care, independent life, and social skills.
- * On-site education/ home tuition- educational support as and when required
- * Themed culture and diversity nights to promote acceptance of others.
- * Activities and excursions.
- * Access to local resources which include, Addaction Young Person's Service and CAMHS/Chyps.

Local area:

- * Seaside location
- * Local town with high-street shopping
- * Good range of local schools, colleges, and universities

- * Local hospital equipped with a minor injuries' unit.
- * Access to various parks and leisure facilities, including a swimming pool, wildlife parks, and zoos.
- * Historical interests
- * Local clubs and organizations including Army and Marine Cadets, sailing club, scouts, guides....
- * Immediate access to the countryside and beach for relaxation and enjoyment.
- * Good transport links

2.2 Promoting and respecting ethnicity and diversity.

Our staff team are trained to recognise and promote an acceptance and understanding of ethnicity and cultural differences. Themed cultural evenings are regularly held within the home for the children to part take, educating and providing everyone with an understanding and awareness of different countries, people, languages, currency, dietary needs, customs, religious days, and places of worship.

Most religions and denominations are catered for within Deal and nearby neighbouring towns.

2.3 Children's rights.

The Home and the team believe and uphold it is the right of any child to have a

- * safe, secure home environment
- * to be nurtured and cared for.
- * to be supported through education and learning
- * to be given the tools and support to progress and reach their full potential.
- * Children have a 'voice' and are encouraged to convey their opinions and concerns anytime and particularly when engaging in key-working sessions, attending statutory reviews, and making plans for their future. (Where appropriate)

Weekly house meetings also provide a forum to air issues or make complaints and the children are made aware weekly about the complaint in-house system and external contact numbers that are displayed, which are also incorporated in the children's handbook.

Staff are encouraged to promote the rights of children who may wish to make complaints. Weekly house meetings remind children of the complaints procedure as well as allow them to air their views regarding many issues including respect for others.

All children at the home have the right to be heard, protected from harm, and treated with dignity and respect. The team is proactive in its approach to supporting the rights of a child and will advise all children in respect to the complaint procedures, access to their files and information, and confidentiality issues.

We aim to treat all our children equally and fairly, encouraging openness and transparency.

2.4 Anti-discriminatory practice, working with children and their parents.

The home is opposed to any form of discrimination against any child or staff member, and in any form. The staff team works together to prevent discrimination on the grounds of heritage, nationality, culture, gender, age, religion, disability, political, ethnic, language, or other opinion. Any form of discrimination by an adult or young person will not be tolerated or addressed. It is our policy that all staff always report any form of discrimination immediately.

The Home promotes anti-discriminatory practice at all levels. The home's practice is child-focused always considering the whole child. Children's rights are always observed, and all children have a full understanding of the complaints procedure and who they can turn to if they feel their rights are not being met.

Staff are encouraged to promote the rights of children who may wish to make a complaint. Weekly house meetings remind the children of the complaints procedure as well as allow them to air their views regarding many issues including respect for others.

Recognising the importance of the relationship between a child and their family and significant others, the staff team at Moonreach will always promote and facilitate positive contact. Family and friends will always be made to feel welcome in the home and treated with courtesy. Staff will communicate regularly with parents and family using regular telephone updates and reports as agreed per the placement plan. The staff team upholds a professional, anti-oppressive and non-judgmental approach when working with parents and families.

All parents are always made to feel welcomed and treated with dignity and respect.

2.5 Consulting with children and young people about their needs and quality of care.

All children and young people are encouraged to participate with their ideas and suggestions in the running of the home. Although some children may have a relatively short stay in the home, they must leave having had a good experience.

Weekly house meetings are held, providing an opportunity for the children placed to raise concerns, make complaints, devise menus, choose activities, and make suggestions to improve the quality of care, thus improving their outcomes. These meetings are formally recorded and kept on file. This weekly forum is also used to address issues of problematic relationships as group living is often challenging and using these open meetings, we hope to address personality problems as soon as they occur.

The staff team is friendly and approachable enabling the children to freely state if there is a concern or suggest an idea. The Home adopts a 'hands-on' approach working and consulting directly with the children, as does the registered provider on her visits.

The Regulation 44 independent visitor also consults with the children on the visits and includes their feedback in the monthly reports.

2.6 Complaints made by children and young people.

Every complaint is taken seriously, and the appropriate procedures and processes are followed.

All children are listened to and made aware of the complaint's procedure through the Children's Guide, weekly meetings, information on the notice board, and general open discussions within the house.

Complaint slips are readily available and contain details of people the child can contact, including their Social Worker; Ofsted Inspector; Regulation 44 Visitor, registered provider, Children's Rights Director; Kent Social Services, and our local Community police support officer if they wish to discuss an issue with someone outside of the home.

CIC Team
Ofsted
National Business Unit
Piccadilly Gate
Store Street
MANCHESTER M1 2WD
Tel. No: - 0300 123 1231

The Office of the Children's Commissioner
The Office of the Children's Commissioner
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT
Tel: 020 7783 8330
Freephone:0800 5280731
Email: info.request@childrenscommissioner.gsi.gov.uk
advice.teen@childrenscommissioner.gsi.gov.uk

Section 3 – Promotion of Education

The promotion of education and learning is part of our holistic approach and forms a crucial element in the care and development of all children placed with us.

3.1 Educational provision.

Moonreach is not registered as a DfE provision but does have good relationships with the schools in the local vicinity, including a nearby EBD provision.

3.2 Staff encouragement and support.

The staff team encourages, facilitates, and supports learning, promoting each child's educational plans and adapting their individual needs recognising some children/young people may need more support than others as a result of their unique learning abilities. This also includes providing support within their education setting.

The assigned keyworker or another staff member will liaise with and attend all school, college, parental, and educational meetings to oversee the educational care of each child.

3.3 Supporting children/young people with Special educational needs.

We recognise that every child will be diverse in their abilities and learn at different times. We strongly support empowering children to overcome their educational difficulties and Moonreach can contribute their support and input as have been invited to sit on the board of trustees of a local EBD school.

As with all children placed, specific educational needs will be identified and the staff can offer support within their schools/colleges and the home, working with the home tutors if applicable and encouraging extra educational activities, homework, and close liaison with the children's teachers and tutors.

Special Educational Needs (SEN) or Education Health Care Plan EHCP that affect a child's ability to learn can include the following:

- behaviour or ability to socialise, e.g., not being able to make friends, including those children who have been diagnosed with ASD (Autistic Spectrum Disorder)
- reading and writing, e.g., they have dyslexia.
- ability to understand things.
- concentration levels, e.g., they have attention deficit hyperactivity disorder (ADHD)
- physical needs or impairments

Children with learning difficulties may have an EHCP (*statement of education needs*) (SEN) or an education, health, and care plan (EHC) in place. We ensure this plan is adhered to and updated regularly, making sure all the needs of the children/young people in our care are met.

3.4 Non- attendance or Exclusion.

If a child is subject to exclusions, refuses education, or has no temporary educational placement, a structured timetable and curriculum is put in place with guidance from the Virtual School Kent and Brewood School that is by the child's abilities, while the home will identify an appropriate educational placement for the child.

3.5 Areas available to study and home tutoring.

The Home has additional space for studying. A desk is provided in the bedrooms, and the large lounge area which is bright and spacious offers a good facility that is conducive to learning. The staff team readily offers to help and support with any homework, whilst not compromising the supervision of others.

In-house tutors can be arranged and facilitated by arrangement with the placing social worker.

Section 4 – Enjoyment and Achievement

4.1 Encouragement and provision of internal and external activities.

All children placed in the home are encouraged and supported to become involved in a range of activities and recreational pursuits internally and externally. The staff team works together to promote all aspects of a child's development.

Weekly activities are discussed in the house meetings and are individual or in a group, facilitating each child's preference and interest. Individual timetables are devised indicating a schedule for each child and incorporating their chosen activities inside and outside the house.

The home has a family sitting room where there are books, board games, craft activities, consoles, and DVDs that can be enjoyed together. Day trips to zoos, theme parks, and weekends away are also facilitated for children to enjoy.

When appropriate, and depending on the individual child's interests and abilities, outside activities/clubs will be identified and encouraged to develop their skills, confidence, and individual interests. Staff will support the child in regular attendance and encourage participation, ensuring that the child is properly prepared and equipped. Eventually, dependent on the child, this would be unsupported allowing further re-integration into the local community and the building of peer group social skills.

The children participate in group or individual holidays during the school summer holiday. This is arranged in consultation with the children's preferences and takes into consideration their abilities, behaviours, and risks to their self or others. Risks are assessed and strategies are put in place to best manage potential situations. The children are kept involved in the planning of the holiday activities as a goal to work towards and look forward to.

**Please note: if a child's behaviour consistently presented as a danger or high risk to manage off-site, their holiday may have to be cancelled in the best interest of that child. This would not affect the other child/young person placed. **

Consent is sought from the local authority and parents, where applicable before a child participates in external events, day trips, and holidays.

4.2 Make positive contributions to the home and the wider community.

The home has established good relationships with local clubs and projects in the community, the children are encouraged to join local clubs to provide a stable platform to develop positive social networks within the community. Moonreach encourages positive and appropriate relationships with peers within the community and provides support through key sessions and nurturing to promote stable peer-to-peer relationships.

Talents, interests, and hobbies are encouraged and give the children a focus and sense of achievement, which builds self-esteem for the future. Staff source events, clubs, sports centers, and days out to maintain interests and promote either the continuation of their interests or the development of new ones.

Overnight stays are encouraged with friends where appropriate and the staff team will assess the property on which they will be staying to ensure the standard welfare is sufficient, the home strives to make children part of the community and promote opportunities for friendship and achievement socially and personally.

Section 5 – Health and Well-Being

5.1 Promoting health.

The home will provide a holistic health support package to meet the needs of each child's physical and emotional health.

All children are registered with a local General Practitioner, optician, and dentist shortly after admission. Via the referral and placement planning process, all relevant information regarding a child's health and their individual needs is documented to ensure that there is a continuation of care in following their transition.

Health plans are developed and monitored by the home's registered manager to ensure medication is administered appropriately, appointments are kept, and that work is done around children refusing to attend appointments. Where there are issues of ongoing medical conditions referrals are made to local specialist services to ensure good levels of continuity of care.

Where appropriate, additional services are facilitated and specialists including counsellors and therapists are provided as required and as part of the health/placement/care plan.

The staff team has developed a positive relationship with the local CHYPS team who support us and our children in renewing medication for ongoing conditions (such as ADHD, and depression). They can also advise, where necessary, during periods of emotional crisis for children to ensure they receive the appropriate levels of support and intervention.

Whilst in our home the children can expect a good quality of primary health care:

- * All children's physical health is attended to by a local GP along with a local dentist's practice. If they have not seen an optician within the last six months an appointment will be made for them.
- * Any dietary requirements are observed, and a well-balanced healthy eating routine is put in place. (Including allergies, intolerances, and religious observance)
- * Trained staff to administer medications where necessary and record such on the children's file and the home's central file.
- * Any outpatients' appointments will be organized by the home and the children will be accompanied by their keyworker or staff member.
- * All our children's psychological and emotional well-being will be monitored by their key workers. The key worker's role is to encourage them to talk through any difficulties they are experiencing and to propose coping mechanisms to help the child deal with them. An external counsellor can be made available for confidential discussions with the child allowing them to feel more comfortable in discussing any issues. If the referring social worker jointly agrees for us to do so, a referral can be made to the local CHYPS clinic.
- * All staff are expected to encourage the young person to take care of their hygiene and help them to develop self-care skills.

- * All staff members encourage healthy eating, whilst promoting the child's choices regarding the menu and meals prepared this is achieved by promoting a healthy and balanced diet and lifestyle choices and by using the "eat well" plate and encouraging the "5 a day". Preparation of food and cooking their meals is also taught regularly as an activity to develop their interest and understanding of healthy meals and independent skills.
- * Staff and children will not be allowed to smoke within the home, and all help available will be given to support them to give up smoking. Children will be given appropriate advice regarding the misuse of alcohol, drugs, and sexual health. Information is always readily displayed on the notice board.
- * Training is implemented for staff for any health concerns that a child presents (such as epilepsy)

5.2 Promoting exercise and fitness.

The staff team in the home take a pro-active approach to healthy eating and exercise. Children are always encouraged to develop outside interests in both activities and sports. Swimming is encouraged taking advantage of the local leisure centre and the staff encourage everyone to play sports in the park, including football cricket and rounders. A sports day is held annually which the children/young people take part in and much fun had by all.

Section 6 – Encourage Positive Relationships

6.1 The importance of positive relationships

The Home and the team strongly advocate and support the importance of the development of building positive relationships with all children placed at the home. Building upon the values of trust and respect, and by having a small regular and consistent staff team, good interpersonal relationships can be established thus providing the foundations for stability.

Section 7 – Protection of Children

Through training and experience our staff team has developed an insight into how behaviours can sometimes manifest in children and young people who are placed within the care system. There are so many contributing factors, and each child's background including their family, relationships with peers, and educational experience can be very complex. For some their behaviour can be a result of a learning difficulty, abuse, neglect, poor emotional health, or gang and criminal involvement, so are acting out their frustrations, or testing the boundaries and rebelling against social constraints.

All of the staff of the home are trained and regularly attend refresher courses in the area of safeguarding and child sexual exploitation. Each child is cared for differently by their needs in terms of safeguarding and CSE. In the event of risk of CSE, the staff will complete the Kent and Medway Safeguarding risk assessment, and this will then be placed in the child's file and a copy sent to their Social Worker and the LADO. The home staff works closely with local authorities and public services to formulate personalized plans to protect each child. The Home has access to specialist services that the home can call upon in cases where intensive support is required.

Staff also complete online training "Prevent Duty" to ensure they can identify children who may be vulnerable to radicalization and what to do when they are identified.

The Designated Safeguarding Lead at Moonreach is Fern Cowie (Responsible Individual); in her absence, Gill Hilton-Amzaleg becomes the Designated Safeguarding Lead

At the centre of safeguarding within the home is the idea that if children feel comfortable around the home and have a good relationship with staff, they are more likely to listen to staff members when they are trying to encourage them to stay safe. In addition to this, good relationships mean a child is more likely to be open with the staff member about any situations that worry, upset, or scare them. The Home promotes a transparent culture and encourages healthy appropriate relationships by empowering the young people to make informed choices through daily support and open lines of communication.

The home ensures staff are familiar with the company's whistle-blowing policy and the home emphasises the ethos that all concerns no matter how small they seem must be reported whether they concern colleagues or not. The number one priority for all staff members is the children.

The home can accommodate children who are subject to a Deprivation of Liberty order, careful consideration will be given for the impact on other children. If possible and vacancies allow this, any child on a DOLL'S will be placed in a home with no other children.

7.1 Assessing our staff are competent to manage challenging behaviours.

Comprehensive training and the development of the staff team is fundamental to all the work we do. Managing inappropriate behaviours, rewarding the positive behaviours, and achieving set targets is the positive modification we implement to prepare children for independence and social inclusion. Throughout their employment and as part of their development, all staff members have a training/competency matrix in place to monitor their progress. The Home will ensure any additional training is identified dependent on the needs of the children in the home and will make sure the staff team have the skills to support them.

This will include the following to highlight areas the staff member excels in and areas that may need further development, ensuring all staff's development needs are met:

- A supported Induction
- Supervision
- Observing staff members in practice
- Using case studies
- Reflective practice
- The close monitoring of sanctions implemented.
- Making sure the staff promote and provide the opportunity for the children/young person to redeem themselves.
- All staff receive 'Team Teach' de-escalation skills and physical intervention (Certificated for 2 years and refreshed thereafter)
- Challenging behaviour training
- Effective communication training
- Understanding Autism and Asperger's syndrome training
- Attention Hyperactivity Activity Disorder (AHSD) training.
- Therapeutic training (Respond rather than react)

Systems that are put in place to manage behaviours and monitored by The Home:

- Strategy Plans
- Behaviour management plans
- Key-working
- Behaviour modification –rewards and target setting
- Child-centred house meetings/consultation

7.2 Safeguarding our culture and ethos.

All children deserve to be kept safe, and especially in their home environment. The Home and the staff team are very friendly, and a comprehensive key-working system is in operation, providing good channels of communication and recording.

All children are encouraged to report any concern however small. Staff are rigorous in their approach to safeguarding and have been trained to recognise, intervene, and pursue if any child protection issues or intimidation or bullying is suspected to be taking place, inside or outside the home.

All the homes's safeguarding/child protection policies and procedures are closely based upon the guidelines of the local Authority and Kent Safeguarding Children Boards Procedures.

The policies include:

1. Definitions of abuse.
2. Identifying signs and symptoms of abuse.
3. Reporting flow chart
4. Keeping the child safe.
5. Who to contact and when?
6. Recording information.
7. Speaking out.

All incidents are rigorously monitored and any incidents which have any child protection implications are reported immediately to The Home/Child Protection Officer. All child protection incidents are thoroughly investigated to ascertain the nature of the incident and outcomes are sought and recorded, with all appropriate parties kept fully informed throughout each investigation.

Staff induction includes training on safeguarding/child protection procedures for the home and the local authorities' policies and procedures. Copies of Kent's Safeguarding Children Board policies are kept in the main office and are available for all the staff as well as the parents and children in placement.

All the children are encouraged to speak to any member of staff if they feel unhappy about an incident that had occurred between themselves and another resident or member of staff. They are also able to contact outside agencies if they feel this is a more appropriate way forward. All staff must report to management immediately if inappropriate or unacceptable behaviour is displayed towards a child and act accordingly to safeguard that child from any further incidents.

Any allegation of abuse or bullying will be properly investigated and recorded by the registered manager or provider who will be responsible for ensuring appropriate action is taken without delay.

The Home is proactive in safeguarding and protecting children in the home. We believe that with high levels of staffing and supervision within the home, the opportunity for bullying or potential child protection issues is minimised.

7.3 Children missing from Home.

Any incident of a child missing from the house without authorisation will always be taken seriously.

We realise there are times when a child feels unable to cope with certain situations and will leave the house without permission or notification. A vulnerable child can make themselves more exposed by going missing.

The staff team will always actively search the local area and try and contact that person. The home abides by its strict policy and procedures to always ensure the utmost safety of its children. The home's policy is compatible with their local policies, local authorities (Kent) RMFHC protocols and those of the placing authority, as specified in that person's care plan. (*See Missing Person's policy*)

Depending on the nature of the child as identified within their risk assessment, age, and length of time missing, the police, child's social worker, and parent(s) where appropriate, will be notified. Each period of unauthorised absence is recorded by the registered manager/staff team and amendments to the risk assessment, the Behaviour Support Plan, and the Day-to-Day plan are amended as necessary. Children identified as High/Critical about risk category information is shared with local services (Social Services, Police, Fire, etc.) and per the agreed placement/care plan.

All paperwork systems are now implemented on clear care. The Home is responsible for weekly monitoring and will identify trends, themes, and patterns with the young people, from these strategies will be put in place to support the children in the home.

By adopting good communication skills with all children, the staff team in the home will encourage children to talk about their concerns and worries, strategies to assist them in identifying coping strategies as alternatives to absconding. This has proven to be the most effective way of reducing the number of children absconding and adding to their difficulties.

7.4 Anti-bullying

The staff team is very proactive in preventing any form of bullying or intimidation within the home. Bullying is a rare occurrence due to the high levels of supervision and a subject that is regularly discussed in the weekly house meetings which incorporate 'respect for others. Staff members have a responsibility to ensure that bullying is prevented at all levels inside and outside of the home and acceptance of others is promoted throughout the organisation.

The staff team encourages the children to voice any concerns they may have at any time and will always include this in their key working sessions.

We prevent bullying from taking place within Moonreach by:

- An approachable staff team.
- Having an anti-bullying policy in place for all staff to read
- Training for staff on preventing and managing bullying.

- Incorporating this subject in the children's guide to include help numbers.
- High levels of supervision-one to one staff at all times
- Close liaison with schools and colleges and their tutors/teachers
- children carry a mobile phone if out unsupervised in the community, or have a way of contacting us
- In-house workshops on bullying for the children
- Regular Key-working sessions
- Children in-house meetings
- Always maintaining and promoting respect for others
- Information leaflets are provided and displayed for children to refer to
- Children's commissioner information is also displayed and included in the children's guide.

7.5 Consequence to Behaviours.

The Home and staff team recognise the importance of teaching the children how to behave in what is considered socially acceptable today. We believe that they should be aware of their behaviours and the impact they could have upon others and ultimately themselves.

Consequences may range from an apology, withdrawal from the situation, verbal reprimands, loss of privileges, loss of leisure activity, additional chores, grounding, or increased supervision. The agreed consequences to actions are incorporated in the placement plan/behaviour management plan and agreed upon with the placing social worker.

We believe that children respond better to rules if they can contribute to devising them and that they are reviewed regularly. The staff team at Moonreach will ensure that the house policies (rules) and boundaries are maintained fairly and consistently by all staff.

Where boundaries are breached, staff will be required to consider whether the act was deliberate, not deliberate, accidental, or an aspect of the child's behavioural problem or due to their level of understanding or function. If the act was not deliberate, the staff will address the issue as an educative process to prevent any further breaches of boundaries, however, if the act is repeated sanctions will be actioned.

All consequences are recorded and documented fully and are monitored by the management team.

7.6 Non permissible consequences.

All staff in the home are aware of the non-permissible consequences as outlined in the regulations and company policy and procedures. The staff team is to always remain compliant.

The Home and staff are fully aware and will uphold that under no circumstance will a sanction cause physical harm, humiliation, or use of power over the young person.

Consequences are agreed upon during the planning meeting and will focus on being age-appropriate, and in line with the level of understanding that child has.

Food, visits with family, or physical restraint will not be used as a sanction at any time.

7.7 Positive physical intervention.

The company trains its staff to first try to diffuse a situation with diversion using calm communication skills. All staff are trained using the 2-day training 'team teach or equivalent' method which provides them with knowledge of safe handling techniques and de-escalation. This course is refreshed yearly to update and maintain their skills. The Home of the Home promotes the importance of establishing positive relationships with the young people in the home to reduce the need to implement physical intervention with young people.

Positive physical intervention is only used as a last resort. All other techniques would be used first.

The only time a situation would warrant physical intervention is:

- A child was placing themselves or others at an unacceptably high level of risk or danger.
- Another person was injured.
- They were causing damage to the property.
- Attempting suicide or placing themselves in grave danger

Staff are aware of the psychological effect restraint may have upon a child and their care in terms of historical events.

In all circumstance restraint will be always recorded and documented. Any instances where restraint is deemed necessary will result in the management team being informed, a full investigation being undertaken and all those involved being offered a 'debrief'.

Following a physical intervention, all children are reminded of their right to complain and how they complete this. This is recorded on the restraint report. Support to do this will be offered if required.

7.8 Recording and reporting.

All incidents of inappropriate behaviours including physical intervention are recorded on clear care and then sent to the retrospective parties, this is then placed on the child's file on clear care. After every physical intervention, all people involved are interviewed and the incident is addressed in a key-working session and followed by a de-brief. Moonreach is now using an online system (ClearCare) all reports are reported on this system and then monitored by The Home and the Regulation 44 visitor.

7.9 Safe Area Risk Assessment.

The Home ensures to conduct and assess the suitability of the location of the home and its surrounding area. The Home compiles information from the local police service and our local authority making sure the vicinity is appropriate, and putting in the necessary structures, boundaries, and supervision in place to remove and avoid risk where possible, and to optimise the safeguarding of the children and young people in our care.

7.10 Fire Procedures and keeping the home safe.

Fire Regulations are in place for everyone's safety. Each child is made aware of the procedures for admission to the home.

There is a fire risk assessment in place which is reviewed and updated annually. This identifies both the engineering and procedural controls that are applied for fire safety.

The home has a trained appointed person who is responsible for regular checks on all fire safety equipment. Equipment for fire safety will be inspected and tested weekly and a record kept. There are also fire extinguishers placed around the house in case of emergency. Fire escape plans are also clearly displayed in the building.

All visitors are informed on their arrival of the fire escape plan, the exits and assembly points in the event of a fire and if there is a scheduled fire drill that day.

Staff are trained in all aspects of safety and emphasize to the children/young people the need to respond quickly in the event of an alarm sounding. There are ongoing discussions and workshops with the children to remind them of the procedures and how they should conduct themselves, e.g. assembly points.

Upon arrival, all children and staff are put through a fire drill to educate them in what to do in the event of a fire. These drills are recorded and documented; there is a complete evacuation of the building four times a year- twice during the day light hours and twice prior to the persons going to bed in the evening.

There is an annual inspection of fire extinguishers by an accredited maintenance company.

All electrical equipment in the home is tested (P.A.T) and tagged by a qualified electrician. Electrical items brought into the home by residents are also tested to verify their safety.

Health and safety throughout the home is risk assessed and reviewed annually or updated if a new risk arises. Monthly checks are made by an appointed member of the team, making sure the environment adheres to regulations and is a safe environment for all children and young people to live.

Section 8 – Leadership and Management

8.1 Stable and sufficient workforce.

Moonreach independent living scheme has a stable and consistent staff team. This team consists of the following members:

Fern Cowie- Responsible Individual
Gill Hilton-Amzaleg – Regional Manager
Richard Kay- Manager
Amy Robertson -Deputy manager
Tracy Bushell- Residential Support Worker
Sam Poole – Residential Support Worker
Jack Bentley Smith -Residential Worker
Kerri McConnell – Residential Worker
Tim Newman – Residential Worker
Sian Cox - Residential Worker

8.2 Safer recruitment of staff.

The company adopts an in-depth process when recruiting new staff members. There is a policy in place highlighting the comprehensive checks that are made and in line with Kent Safeguarding Board procedures and guidelines, Children’s Homes Regulations 2001, Quality Care Standard 2015, and The Children Act 1989, Volume 5.

There is a strict process we undertake to identify the right applicants from the initial job advertisement through to verified referencing and enhanced DBS checks. We promote equal opportunities, and all applications will be viewed and considered. Managing this process, we are vigilant not to discriminate anyone from a different cultural background or ethnicity but ascertaining their right to work in the UK and if their skills meet our needs.

When recruiting additional staff members, it is The Homes ethos to find individuals whose aims are to safeguard and promote the health, welfare, and safety of the children and young people accommodated. Safer recruitment, as stated in the Warner report is used when employing staff.

8.3 The training and development of the staff team.

All staff will initially receive an in-house induction over their first few weeks of employment, which will help to familiarise themselves with the house routines, boundaries, structures, and paperwork. This covers the health and safety aspects of working within Moonreach, policies and procedures, administration and recording, and the philosophy and expectations for our residential support workers. They are given a specified time to read the policies and procedures and undertake shadow shifts to experience all shift patterns, allowing them time to get to know the children and places.

The Staff induction booklet is to be started within 7 days and completed within 6 months of employment as per regulation.

For all staff working at Moonreach Children’s service, there is an integral core training programme to ensure the basic competencies are covered. Core training includes:

- * Safeguarding
- * Child Sexual Exploitation (CSE)
- * Emergency First Aid
- * Food Hygiene
- * Control and Restraint
- * Fire Safety
- * Health and Safety
- * Attachment Theory
- * Transference
- * Separation and Loss
- * Administering of Medication

In addition to these training courses, staff will receive specialist training equipping them with further knowledge and skills to meet the needs of the children and young people placed in our care. They are also required to undertake accredited training to the standard of QCF Level 3 in Residential Childcare (England). We aim that a minimum of 80% of the staff at Moonreach hold one of the above qualifications or higher or be registered on a programme of study working towards this.

Additional training may include:

- * Sexual Identity
- * Child trafficking
- * Controlled drugs administration and storage
- * Self-harm
- * Understanding autism
- * Understanding Learning difficulties
- * Youth justice
- * Cyber bullying
- * Mindfulness
- * Epilepsy
- * Alcohol and Substance Misuse
- * Mental Health
- * Radicalisation
- * Gang and Group Offending
- * Harmful Sexual Behaviours
- * PTSD
- * Radicalisation and extremism
- * COVID-19 awareness
- * DOLS

8.4 Supervision of staff and team meetings.

Running alongside the induction package, new staff receive one-to-one formal supervision on a fortnightly basis for the first three months of their six-month probationary period. The Home and senior staff also provide 'Informal' supervision as and when it is required.

New members of staff have a probationary review at the end of their initial probationary period. Thereafter, all staff will receive regular formal supervision sessions. The staff team is supervised by the manager, deputy manager, and senior shift leader.

Further staff support is provided through team meetings and handovers. Team meetings take place monthly and handover meetings occur twice daily at shift changes to maintain the continuity of care.

All managers are supervised regularly by the Regional Manager (Gill Hilton-Amzaleg)

All staff are appraised annually. Areas of training required, or skills needed to be developed are formulated into a personal development plan, which is reviewed during supervision.

8.5 Electronic or mechanical means of surveillance used within Moonreach.

The home operates a sensor alarm system in the hallways and stairways. This enables sleeping-in staff to know when a child has left their bedroom during the night. There is also one door alarm which alerts staff at night when a child exits their room. The purpose of this is to ensure that children are safe during the night and to minimise the risk of any potential child protection issues. Our children are always supervised and managed well by personal contact and activity. Young people are encouraged to behave reasonably and responsibly as part of their experience with us.

- * Night-time like daytime is supervised by staff, not only to observe and support the young person but to be available to offer advice and assistance if required, with backup support of the Deputy manager and Regional Manager.
- * The hallways and stair alarms will only be activated when all children are in their bedrooms and sleeping in staff are going to their rooms. This alarm system is only managed by staff.
- * On no account will the alarms be used during daytime hours or for staff members to reduce their overall supervision of the children.

8.6 Management monitoring and review.

In the absence of a manager the Deputy manager will oversee the monitoring and reviewing of the welfare of the child within the home. This is achieved through observation and interaction with the child, family/carers (where appropriate), and any professionals involved with the protection and welfare of the child. (Senior management will have oversight)

The company and the home regularly review all policies and procedures considering research developments, policy and legislation changes and developments, and information developments of good practice regarding working with children.

Quality of Care Review

The Registered Manager and Deputy manager review the quality of care (Regulation 45) that the children receive every three/six months. The review focuses on the quality of care the children receive, feedback and opinions of the children, and the overall management and staffing of the home.

Independent Visitor

The company appoints an Independent Visitor to complete a report monthly. The opinions and views of the children and staff are considered to identify any improvements that can be made. All systems and documentation are reviewed to ensure they are maintained and in line with the Quality Care Standards. Development of the home and maintenance are also reviewed to ensure that the home's facilities and environment are of a good standard. The Independent person ensures that the young people are effectively safeguarded and that the home is promoting their well-being. Any recommendations from this report are implemented as promptly as possible and sent to Ofsted.

Section 9 – Care Planning

9.1 How we support and promote visits between the children placed and their parents and significant others.

For children, having regular visits with family, friends and significant others plays a crucial part in establishing their stability, and forming their identity and development.

Visits can take many forms including face-to-face and off-site, telephone, letterbox, texts, and emails, all of which can be facilitated, promoted, and recorded whilst placed in Moonreach's independent living scheme.

Visits with family and friends are always discussed with the placing social worker and included as part of the placement plan, incorporating, who, when, where and if supervised or unsupervised. A plan is also devised, and recordings are made to document any behaviours' leading up to or after a visit. Family visits are always discussed in key working sessions.

All visits to the home are required to make prior arrangements to be in line with what has been agreed in the placement plan. This is to ensure the safety of all the children placed and that appropriate staffing levels are in operation. We expect the placement social worker to adhere to the arrangements made at the placement meeting. The placement meeting also identifies other arrangements, and we will endeavour to carry out those arrangements, either within the home or by transporting the child/young person to an appropriate venue. There is an expectation that within the home all visitors will behave appropriately and respect the 'home' of the other residents. Failure would result in being escorted off the premises.

Where appropriate, and assessed as safe to do so, privacy is given to the children and their visitors to enjoy their quality time. Supervised visits can also be facilitated in-house or out in the community with arrangements.

Staff will always have a duty to promote and sustain visits unless:

- It is deemed inappropriate or unsafe to do so.
- The visit appears to be deteriorating -the staff will intervene and curtail the visit so that the visit ends on a positive note.
- The visits conflict with the arrangements made within the care/ placement plan.

Our children are encouraged to make friends in the local vicinity and arrangements for them to visit the home can be arranged. Visits will only take place after all parties are consulted and have agreed.

Family visits will **never** be used as a form of control or punishment. Family visits are seen as a vital link in children's and young people's lives.

No overnight stays are permitted at Moonreach Independent Living- scheme.

9.2 Reviews and Placement Plans.

Reviews will take place as per statutory requirements. All children and young people will be encouraged to attend their reviews or participate at some level to ensure that their views and opinions are heard. The child will always have their keyworker or manager present in their Reviews or a significant other who can advocate on their behalf. Children are also encouraged to complete their Review documents, but staff will provide support and assistance if required.

A planning meeting is requested by The Home within the first 7 days of placement, to enable a comprehensive placement plan to be devised and any other concerns or issues to be addressed.

9.3 Behaviour Management Plans.

On placement, and written in conjunction with the placing social, an individual detailed action plan is devised identifying the presenting and historical behaviours and difficulties – whilst taking into consideration the contributing factors.

Strategies are put into place identified behaviours are targeted, tangible goals are discussed with the child, and goals are set, with chosen rewards put in place and agreed consequences to negative actions.

The plans are reviewed regularly and updated to accommodate change/improvement and include additional areas to be addressed if required. The appointed key worker will include discussion around behaviours and consequences within the key worker sessions, making sure it is recorded in detail.

The Home aims to provide a safe and comfortable home, help stabilize and support a young person, and eventually prepare and equip them with the confidence, knowledge, and skills to move on to Moonreach within the community as soon as they feel able and confident in doing so.

9.4 Pathway plan.

By working in collaboration with the placing authority, we devise and curtail an Individual Pathway plan, to incorporate each child's specific needs.

Skills are taught and assessed throughout placement and areas are highlighted as achieved, and as identified, new goals are set. All children are taught to be responsible for themselves, their bedroom, and belongings, and daily participation in many tasks including cooking is encouraged to develop their skills and confidence, and in turn, hoping to make them aware and appreciative of their environment and comfortable surroundings.

9.5 Independent Skills Workshops.

There is a set format of in-house workshops that are held regularly over each month and are often repeated, or new workshops are added to meet each young person's needs. These include a variety of subjects and new skills such as: completing application forms, budgeting, understanding health, culture awareness, gardening, laundry, housekeeping, and cooking.

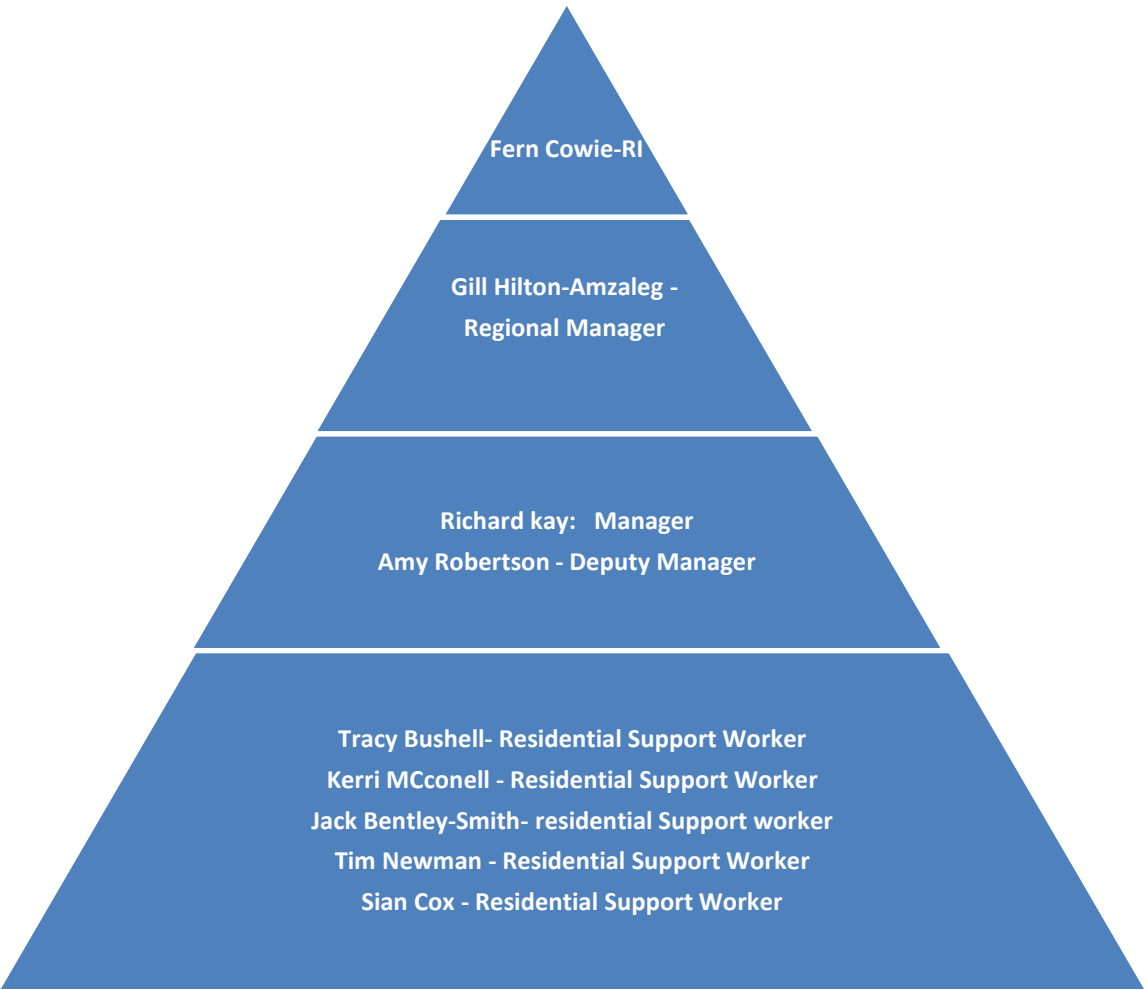
Each workshop is recorded, and the participation and outcomes are documented and filed on each child's file.

Name	Position	Date of Birth	DBS Check	Start Date	Qualifications	Relevant Experience	Training
Fern Cowie	Responsible individual	15/3/86	Ofsted Enhanced	28/07/10	B Tec national diploma in Health and Social care, High educational diploma in social care, Completed NVQ 7 management in care	Fern is the Responsible individual for Moonreach Children's services and its sister home. She has many years of experience working within a residential setting and caring for children and young people who display very challenging behaviours some of whom are emotionally damaged. She also has experience managing a successful family assessment centre, where many transferable skills have benefited her and her leadership skills in the management of Moonreach.	Fern has a higher educational diploma in social care and regularly attends various mandatory and specialist training to update her skills and knowledge. She also is trained to facilitate Safeguarding in-house as well as currently undertaking the QCF level 7 in leadership and management to further develop her skills and assist her in the management of the homes and development of the staff team.
Gill Hilton-Amzaleg	Regional Manager	15/3/63	Enhanced	25/10/21	Gill has a level 5 in leadership and management as well as a diploma in Counselling and a diploma in welfare studies. Gill has her level 3 in advanced Safeguarding lead, NVQ Level 3 in children and young people and has completed extensive in-house training.	Gill has previously worked alongside children with special educational needs in a school environment, she has had several years' experience as a foster carer and has vast experience of working as a dually registered manager across Children's homes. Gill has sound knowledge of working with children with emotional and behavioural difficulties. Gill has spent several years at the senior management level supervising managers and supporting their development. Gill has previously been a responsible Individual for children's residential services.	Gill has completed a Level 3 Safeguarding for Designated Practitioners, Safer Recruitment, and Designated Safeguarding Officer training. She has also completed Supervision Appraisal, and Disciplinary Training as well as all mandatory in-house training.

Richard Kay	Home manager	27/01/83	Enhanced	05/08/24	Richard holds both the level three diploma in children and young people's workforce as well as the level five in leadership and management. Richard has also completed a level 2 in understanding autism and a level 2 in working with children with mental health issues.	Richard has worked alongside children in care since January 2016 and has sought to develop his knowledge and practice ever since completing both in-house training and seeking further development in his own time. Richard has a good level of understanding of children's mental health needs and has worked closely with CAMHS and forensic	All staff completes the following courses on starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Understanding bullying, Youth court justice, COVID-19 awareness
Amy Robertson	Deputy manager	29.04.1984	Enhanced	22.06.2015	Amy holds her level three in children's and young person's workforce. Amy also has level two in children's mental health. Amy has gained a vast amount of experience working at Moonreach.	Amy began at Moonreach as a residential worker before working her way up to senior. Amy has now been promoted to the Deputy manager position. Amy is responsible for implementing workshops for staff across the company on pathway planning.	Amy has completed all of the following courses at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding and First aid at work. As well as these courses we also run specialist courses on Understanding bullying and youth court justice, additional courses have been implemented as per the needs of the children in the home.
Tracy Bushell	Residential support worker	21.01.1966	Enhanced	04.01.23	Tracy has her level 3 Diploma for Children & Young people. Tracy has safeguarding training and different in-house training. Tracy will complete in-house training at Moonreach.	Tracy has worked with children and young people for several years and comes with a good level of experience both in her role as a residential worker and as a parent with he	All staff completes the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses

							on Understanding bullying, Youth court justice,
Jack Bentley-Smith	Residential support worker	30.03.1973	Enhanced	12.01.2024	Jack has completed safeguarding along with all mandatory training for Moonreach. Jack has completed his team teaching training along with his first aid.	Jack has previously worked with adults of varying different needs. Jack is looking forward to working and supporting the children in the homes	All staff completes the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Understanding bullying, Youth court justice, Dolls Training, COVID awareness
Kerri McConnell	Residential Support Worker	28.06.72	Enhanced	26.03.24	Kerri has her NVQ level 3 Children and young people, Safeguarding. Kerri is currently new to the home and is said she is looking forward to working at Moonreach.	Kerri has worked in residential with children for nearly 8 years Kerri describes herself as very nurturing and loves cooking, walking, and having fun days. Kerri is very homely and enjoys being with the children.	All staff completes the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Understanding bullying, Youth court justice, Dolls Training, COVID awareness
Tim Newman	Residential support worker	09/09/1978	Enhanced	20.06.24	Tim has completed Safeguarding and other in-house training relevant to his role. Tim has a degree in sociology.	Tim has previously worked in a residential school as well as a children's home. Tim has said he is looking forward to working in this field again and will enjoy engaging them in different activities helping them to build positive relationships outside of the home.	All staff completes the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Understanding bullying, Youth court justice, COVID-19 awareness, and DOLS training

Sian Cox	Residential support worker	10.11.1987	Enhanced	23.08.2024	<p>Sian has already completed her Safeguarding training</p> <p>Medication training as well as prevention and first aid.</p> <p>Sian has an NVQ in Health & Social care and an NVQ3 in social care and early years.</p>	<p>Sian has previously worked in adult care and has also worked with Dementia. Siann is looking forward to working with children as this has always been her passion.</p>	<p>All staff completes the following courses starting at Moonreach, Team Teach, Fire training, Food hygiene, Safe administration of medication, Record Keeping, Infection, Control, Challenging behaviour, Health & Safety, communicating effectively, Risk assessment, safeguarding, and First aid at work. As well as these courses we also run specialist courses on Understanding bullying, Youth court justice, COVID-19 awareness, and DOLS training</p>



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To be Reviewed 10/04/2025