



Reflexion Care Group Limited

**Black Birches
Hadnall
Nr Shrewsbury
Shropshire
SY4 3DH**

Statement of purpose

Issued in accordance with the NATIONAL MINIMUM STANDARDS for CHILDREN'S HOMES and the requirements of the CHILDREN'S HOMES REGULATIONS 2001(as amended 2013)

Statement of Purpose

This Statement of Purpose will be reviewed every 12 months or sooner if required.

Person responsible for review

Name: **T W**

Position: Care Manager

REVIEWED

Dated	Name of Reviewer	Section amended	Signed

This Statement of Purpose is intended as an overview of the operational intent of the home. Should the reader wish to read any of the policies and procedural guidance referred to in this document, copies can be obtained by telephoning Reflexion Centre on 01939 210040

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CARING FOR CHILDREN:

1. RANGE OF NEEDS OF OUR YOUNG PEOPLE:

Young people are placed at New Reflexions for a variety of reasons. These include:

- ❖ Family and placement breakdown: including birth and adoption families, foster placements and other residential placements.
- ❖ Young people with particular needs; including learning disabilities, that result in behavioural and/or emotional difficulties that either make it very difficult, or they choose not, to live in a family setting at this time.
- ❖ Young people who are experiencing abusive situations and deemed to be at risk of physical and /or emotional harm.

2. ETHOS:

“We believe that if it is not good enough for our own children, it is not good enough for any child”

- ❖ Every young person deserves to feel valued and to live in a safe, structured and caring environment.
- ❖ Every young person should receive the best quality care from a skilled and committed care team and be protected from abuse and neglect.
- ❖ The spirit and intent of our approach, is the recognition that we are important influences on the lives of young people placed with us.

We recognise that the most important tools we have to help young people to grow and develop, are ourselves. Our ability to relate to our young people in an open, sensitive, caring and consistent manner is the most important contribution we can make. To maximise the potential for positive outcomes, our staff are all trained in **Reflective Therapeutic Intervention**. (Please refer to Section 2.8)

The philosophy underpinning our **Reflective Therapeutic Intervention** approach is to provide all staff with the skills and knowledge to become the conduit through which young people can develop new responses to their environment, thus enabling them to achieve a higher level of social and emotional maturity.

2.1 OBJECTIVES:

To provide an integrated approach to residential care for young people within a safe and secure environment that afford educational and therapeutic opportunities that support them to achieve positive social integration.

We do this by;

- Ensuring, through the provision of a warm and nurturing living environment, that the young people are afforded the opportunity to build or rebuild their sense of self confidence in their own coping and problem solving skills.
- Providing each young person with the care and control to which they are entitled, offering opportunities to relate to adults who are able to demonstrate emotional commitment combined with professional integrity and safe boundaries to behaviour.
- Ensuring that 'therapy' extends beyond the consultants' door and employ a culture that is truly 'therapeutic'.
- Providing stimulation and opportunity through daily programmes which are tailored to meet individual needs.
- Conducting effective care planning and reviews, and promote partnership with local authorities and those with parental responsibility. Placement Plans are reviewed weekly, where applicable, as part of our ongoing monitoring system.
- Commissioning the services of outside consultants as appropriate in order to meet individual treatment needs.
- Through our DfE registered school, we will ensure that educational opportunities are made available to each young person which takes into account their current needs and future potential so that individual and personal education plans maximise life chances.
- Maintaining quality assurance systems that evaluate current services and inform service developments to enhance outcomes.

3. LEISURE, SPORTING and CULTURAL ACTIVITIES:

When a young person comes to live at New Reflexions we discuss their preferences with regard to hobbies, sports, literature and areas of specific interest

Our young people are supported to complete a weekly planner to enhance time management skills and ensure their days are fully occupied. Throughout this process, we encourage them to experience as many different activities as they feel able. This is particularly important when one considers that once in supported accommodation, they may spend many hours alone. By exploring interests, it is hoped that they will be able to spend free time enjoying positive activities and building valuable relationships in the community.

The planner is broken down into mornings, afternoons and evenings from Monday to Sunday. Personal choices regarding leisure activities are built around their education/employment timetable and any prearranged appointments.

In line with the aims and objectives of the home, young people are guided to budget appropriately to achieve their wishes.

All activities are subject to risk assessment as to their appropriateness, safety and legality. Risk assessments always include any concerns highlighted in the young person's Individual Management Plan (IMP), supervision requirements, and physical/emotional health issues and how these may impact on self and others.

Dependent on risk assessments young people can access sporting facilities, youth organisations, cinema, and ice-skating, snooker, bowling and swimming.

Should they express an interest, young people are also encouraged and supported to join local junior football, rugby, netball, and cricket and hockey teams.

All young people are encouraged to join the local library and can also borrow a diversity of literature from the Evolution Centre.

The home is equipped with terrestrial television in each young person's bedroom. The home also has a games room which is equipped with a full size pool table and a games console, the home is a member of the local video rental store where young people can hire age appropriate videos, DVD's, CD's and console games. There are also a variety of board games, card games, arts & crafts and books for the young people to access.

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4. SUPPORTING RELIGIOUS OBSERVANCE:

We believe that religious observance is an important part of an individual's identity. Shrewsbury boasts a diverse multi-cultural population and provides places of worship to meet the needs of several different faiths.

As part of the admission process we ascertain a young person's religious persuasion to ensure that religious observance is built in to their placement plan.

5. CONTACT WITH FAMILY and SIGNIFICANT OTHERS:

We are committed to supporting contact with family and significant others and believe it to be of vital importance that the family remain central to the young persons life.

In cases where contact is restricted for whatever reason, we will ensure that the young person understands the reasons why, and is supported to cope with their feelings on the situation

Young people are encouraged to make regular telephone contact to family and friends. Where welfare is a concern, contact may need to be supervised and this is agreed prior to admission to the home.

We will facilitate transporting young people to and from home visits and provide supervision where required.

Family members are welcome to visit the home but this will need to be planned and agreed in advance. However, 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.

Dependent on the regional location of the young person's family, visiting the home can sometimes be too far to then travel back the same day. In these instances, we can arrange for the family to stay in a local B&B and provide transport if the family have travelled by coach or train.

We actively encourage positive contact and relatives are often invited to enjoy social family activities such as ten-pin bowling, BBQ's etc to promote informal interaction and fun.

Where appropriate, families are kept informed of significant events and receive weekly or monthly reports as agreed that inform on the seven developmental dimensions of childhood and the content is linked to the placement progress.

Invitations to attend statutory reviews are made via the placing authority, at which time we will provide a further up to date report. Any amendments to the placement plan are agreed in consultation and a copy is then sent to the family.

6. CONSULTATION WITH YOUNG PEOPLE:

Every young person that comes to New Reflexions is asked what they hope to achieve both during their time with us and their hopes for the future. We then discuss their immediate short-term needs and help them identify and visualise the necessary stepping-stones to enable them to achieve long-term goals.

These stepping-stones become their placement plan, which contains mutually agreed responsibilities, expectations and timescales to move them forward. The young person, the care staff, parents and the social worker then sign the placement plan.

In addition to the placement plan, we also ask the young person their thoughts on care and control with regard to behaviour management. This discussion allows the young person to take responsibility for their behaviour management and is intended to limit the need for physical intervention. The young person is asked about triggers to behaviour and what responses they feel would help them manage painful feelings and avoid self-destructive behaviours. This information is then recorded in their Individual Management Plan and is reviewed throughout the placement.

New Reflexions hold house meetings in which the young people are invited to discuss the day to day operation of the home and agree with staff any changes they may wish to see take place. Where requested changes are not deemed to be in the best interest of the young people, we endeavour to explain the reasons and place the emphasis on negotiation to reach mutual agreement.

Young people are encouraged to read their day sheets and any reports and comment on the content in an appropriate manner.

7. ANTI-DISCRIMINATORY PRACTICE, EQUAL OPPORTUNITIES and CHILDREN'S RIGHTS:

We embrace the right to be an individual.

We do not discriminate on the grounds of race, gender, disability, ethnic origin, sexual orientation, and cultural or religious beliefs.

Our care team receive training and guidance in accordance with New Reflexions Anti-Opressive Practice, Anti-Discriminatory Practice and Equal Opportunities

Policies and Procedures. Our policies are compliant with the requirements of all relevant legislation. (These policies can be seen on request)

New Reflexions is committed to promoting the rights of children and young people and this is reflected in daily practice. In essence, we:

- ❖ Encourage the participation of young people in all decisions affecting their lives.
- ❖ Actively seek consultation with the young person about their views on service provision and service delivery.
- ❖ Ensure that the young person is made aware of and understand their rights under current legislation.
- ❖ Seek to ensure that the young person is able to gain access to an Independent Visitors scheme via their placing authority.
- ❖ Maintain the young person's right to privacy and confidentiality thus protecting their right to be treated with dignity.
- ❖ Promote and support the young person's right to make a complaint, be it against the home or their placing authority.

8. ACCOMMODATION and SLEEPING ARRANGEMENTS:

New Reflexions homes provide therapeutic placements for young people aged up to 17 years of age of either gender. Each young person has their own lockable bedroom and they are provided with a key. Staff sleep-in rooms are strategically placed on the same floor to enable a quick response to an incident or emergency situation.

Our homes vary from single placements up to three beds and have been adapted to meet the requirements of the National Minimum Standards and the Children's Homes Regulations 2001 (amended 2013). In recognition of the complex needs of each young person, the home provides a spacious living environment that affords greater opportunity to defuse potentially stressful situations.

A typical three bed accommodation provides for;

Ground Floor

Spacious entrance/hallway
Large lounge
Modern fitted kitchen
Dining room/ 2nd Lounge
Games room
Staff office
Utility room
1 x WC

First Floor

Large landing
Young person bedroom with en-suite x1

Young person bedrooms without en-suite x2
Staff bedrooms x3
1X Shower room
1x large family bathroom (including: shower, bath wash hand basin and WC)

Grounds

Large front garden
Large private side garden
Detached double Garage with 1 garage used as a work shed

8.1 Fire Precautions:

New Reflexions has hard wired smoke alarms in every room and emergency lighting to all exits. In accordance with National Minimum Standards the home is subject to regular inspections of the fire extinguishers and smoke detectors and emergency lighting is serviced annually.

All of our staff are trained in fire safety and are responsible for checking the operation of fire safety equipment on a weekly basis. All checks are recorded and any faults rectified immediately.

All young people and staff new to the home are provided with fire evacuation information. Fire hazard risk assessments are reviewed every 3 months and updated every time a new young person takes up residence. Fire evacuation drills are conducted monthly.

NB. New Reflexions has a policy of non-smoking within the home but there is a facility for those who do smoke within the grounds. This also pertains to electronic cigarettes which are not permitted within New Reflexions properties; including vehicles.

9. LOCATION and FACILITIES

New Reflexions is situated in an established area on the outskirts of Shrewsbury Town in Shropshire.

Shrewsbury is a large historic market town and boasts a diverse selection of leisure activities, Educational Institutions, Places of Worship and Hospitals.

- Bowling Alley
- Multi-Screen Cinema
- Town Park
- Swimming Pool
- Gymnasiums
- Shrewsbury Town football club
- Youth Clubs
- Country Walks
- SCAT College
- Places of Worship to meet all Religious Persuasions
- Royal Shrewsbury Hospital

The main railway station is located in the town and is accessible via the local bus service.

If travelling by car, the home can be accessed via the M54, A41, A49 and the A5.

10. SAFEGUARDING, BULLYING and MISSING from CARE

We believe that it is the right of every young person to live in a safe, warm and nurturing environment without fear of abuse. To this end, we are committed to delivering the best care and ensuring that young people are not only protected from potentially abusive individuals, but also from self-destructive reactive behaviours.

10.1. CHILD PROTECTION:

Our first steps to protecting young people are taken prior to admission by collating relevant information to determine if we can provide a safe and structured environment.

Once all relevant information has been collated, we complete a pre-admission risk assessment to determine the severity of any particular risk and to identify a safe risk management plan.

Only when we are satisfied that we can safely provide for a young persons care, will we then agree to the placement.

Each young person has an Individual Management Plan (IMP) to identify risk taking behaviours and best practice to defuse potentially harmful situations. Risk assessments are written to evaluate management plans for all activities both internal and external to the home and all are regularly reviewed throughout the placement.

Should a situation arise whereby a young person alleges abuse, we follow the local Safeguarding Children's Board guidelines in line with our statutory obligations. Furthermore, we have developed comprehensive Child Protection Referral Policies and Procedures.

The home operates a Whistle Blowing Policy to empower care staff to report any concerns they may have regarding a colleague's 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, we will advise Ofsted of any employee dismissed for poor practice and concerns will also be reflected in any future reference requests. Should the concern warrant a referral to the Protection of Children Act List or Protection of Vulnerable Adults List we will not hesitate to do so.

10.2. COUNTERING BULLYING:

Whilst bullying is not tolerated at New Reflexions we are acutely aware that the risk of bullying is ever present and therefore, believe that preventative measures are invaluable to counter the threat.

New Reflexions has produced comprehensive policies and procedural guidance for staff on Anti-Bullying, Anti-Oppressive & Anti-Discriminatory Practice and Equal Opportunities.

Our young people are risk assessed as both potential bullies and victims. We believe that everyone at the home has the right to be treated with respect and to feel safe in his or her environment.

Bullying is discussed at team and young people's meetings and is incorporated into conversations within the home and at the Evolution Centre. This is especially useful in group discussions around cultural diversity and the need for individuality.

The care team are all trained in Anti-Oppressive & Anti-Discriminatory Practice, Equal Opportunities and Racial and Cultural Diversity. Furthermore, should we identify a young person displaying bullying behaviour we will encourage them to attend training sessions with their care team.

10.3 PROCEDURE FOR MISSING FROM CARE:

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.

In accordance with the local Police Protocols for missing children, our young people are assessed as being of HIGH, MEDIUM or LOW risk.

Dependant on risk assessments, young people may be allowed to have structured unsupervised time in the community, they will also be expected to comply with the agreed times to return to the home. If a young person has still not returned to the home 30 minutes beyond the agreed time, they will be considered to be absent without authority and the relevant procedures will be initiated.

The criteria for deciding the level of risk presented is not only determined by their age & level of understanding, number of absences and previous behaviour when absent, but also by the circumstances on the day in question.

The identified level of risk will determine at what stage the relevant agencies are notified.

If a young person is of high risk, the police and placing authority will be notified immediately.

Upon returning to the home we ensure that the young person is well and attend to any immediate needs such as nutritional and hygiene needs. Once the young person is rested, we then concentrate on performing a Reflective Therapeutic Interview with them to try and ascertain their reasons for running away. If the young person wishes, we can arrange for someone external to the home to speak with him or her.

11. REFERRAL and ADMISSIONS PROCESS

Our policy is to consider young people up to the age 17yrs experiencing difficulty in their life who would, in our opinion benefit from the placement. This includes young people with emotional behavioural difficulties and young people who may have up to a moderate learning disability.

Unfortunately, we are unable to care for young people with severe physical disabilities, severe learning difficulties or a diagnosed mental illness that if untreated may place the young person and others at risk,

We will require all relevant background information to enable us to make an informed decision as to whether we are able to offer the appropriate support.

New Reflexions offers a unique level of commitment to our young people and we believe that if we make an informed decision to work with a particular young person, we have a responsibility to see that work through for as long as it is deemed by all involved to be in their best interests.

A telephone call to New Reflexions Head Office will initially determine whether there are any vacancies at the home. If the initial conversations indicate that the young person meets our admission criteria, the placing authority will be asked to provide supporting documentation to ensure an informed decision is made. Supporting documentation should include:

- Referring Social worker's assessment report (initial and or core assessment, Pathway Plan)
- D.O.B
- Legal Status
- Social History/chronology
- Psychological / Psychiatric reports
- Court Proceedings, (past and outstanding) also previous convictions list
- Medical History
- Risk Assessment

PLANNED ADMISSIONS

Wherever possible, the young person will be visited by a Registered Manager at their current placement before a final decision on admission can be made. The young person will then be invited to visit the designated home and will receive a young person's guide to help answer any questions they may have. It is an expectation that the placing social worker and where appropriate, significant others will accompany the young person.

Dependent upon timescales, the young person may have overnight visits prior to moving in if this is deemed to be in their best interest.

Every young person is encouraged and supported to personalise their bedroom either before or immediately after moving to the home.

EMERGENCY ADMISSIONS

If a referral supports a need for an emergency admission, we will still require the same relevant information before any decision can be made. However, we will provisionally care for the young person on a 2-1 staffing ratio until we are satisfied that an informed risk assessment evidences that the level of supervision can be reduced to a 1-1 ratio.

12. DEALING WITH COMPLAINTS:

We support the right of any individual to make a complaint. On admission to the home, our complaints procedure is explained both verbally and in the form of a young person's guide.

All complaints are taken seriously and are recorded in a complaints log within the home. Dependant on 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.

For complaints that do not fall into this category, we attempt to resolve them informally through discussion and negotiation. If resolution is not possible we will then move to the formal stage.

If at any stage, the complainant states their wish to have their complaint investigated by someone external to the home we will support them to facilitate this request.

All actions taken and outcomes are recorded and the complainant is kept fully informed in writing throughout the process. Should the complainant be unhappy with the outcome, they are then supported to access the homes appeals procedure.

As part of the appeals procedure, the complainant is made aware that they may complain to Ofsted.

CHILDREN'S BEHAVIOUR

13. DESCRIPTION of ELECTRONIC SURVEILLANCE at the HOME

Where a risk assessment deems it necessary, New Reflexions utilises an alarm system to monitor young people during the evening time. This comprises only of door alarms, where door alarm contacts are placed on a young person bedroom door, and should they leave their bedroom during the night then staff would be alerted by the alarm. This is to ensure the whereabouts of the young people at all times. Alarms are set once the young people are settled to bed in the evening, and will be turned off at 08:00 when staff commence morning duties.

14. APPROACH TO BEHAVIOURAL SUPPORT

14.1 Care and Control

Our approach to care and control is underpinned by our basic belief in the equal value of everyone at the home. Therefore, young people have the right to be treated with dignity and respect irrespective of their behaviour. Equally, adult carers have the right to expect that they will be reasonably safe in their work.

Young people need a framework of acceptable standards in which they can find safety and security. The rules that define socially acceptable ways of living together are an essential part of role modelling to help young people achieve social integration.

An atmosphere of mutual respect between both staff and young people helps to develop relationships based on positive experiences empowering young people to develop self-control, thus minimising the potential for incident.

Care and control is underpinned by the Reflective Therapeutic Intervention principles, and the techniques taught through training, provide the skills, knowledge and confidence to safely manage young people in moments of crisis.

14.2 Reflective therapeutic intervention (RTI)

New Reflexions has developed its own behaviour management model which focuses on Think – Feel – Do with the goal of developing the young person's ability to take positive control. This is achieved through the values and principles of the responsible parent combined with a structured environment, training and support.

The aim of RTI is not only to provide immediate emotional and environmental support to young people in times of stress or risk but also to model Transactional Analysis (message given/message received) to educate both the young person and the Carer to recognise how they can influence the positive and negative aspects of their interaction and to then practice self-management to achieve the positives.

Whilst RTI teaches Carers the necessary skills to positively interact with young people and respond appropriately to situations of pro-active (goal driven) and reactive behaviours fuelled by emotional outbursts; RTI is borne from the simple concept that all human interaction is influential and that positive relationships provide a sense of physical and emotional safety.

Young people are often unable or too mistrusting to verbalise their feelings and “speak” to us through their actions which are often missed or misinterpreted and mismanaged leading to emotional flooding and outburst.

Therefore, an important element to developing and maintaining a positive relationship is to recognise the personality we are interacting with. Given the stress factors of our young people, it is crucial to understand a person's normal level of functioning (baseline behaviour) in order to recognise the subtle changes that may indicate the potential for escalation if the carer's response is not appropriate.

The “normal level of functioning” is the baseline behaviour we all exhibit as individuals and will be specific to us alone. This may well mean that one person will normally function at a calm level whereas another person may appear excitable.

The presenting behaviour of both individuals is their “normal level of functioning” and so it is important to recognise this to identify the required response to sooth the situation.

The ability to relate and respond appropriately is crucial to supporting young people to gain insight and understanding into the reasons why they react in a certain way and then develop the necessary coping skills to better manage difficult feelings. This is further facilitated through a Reflective Therapeutic Interview, which helps identify the feelings, or emotions that the young person was displaying at any given time and then connecting them to their behaviour.

The aim is to help them recognise their relationship with the outcomes by developing consequential thinking with the focus on applying this thinking at the trigger and escalation phases and taking control of self rather than relying on others to manage them.

This will allow the young people the opportunity to develop internal mechanisms of control over their emotions and feelings, which will create change in the behaviour

displayed and the outcome. Over time, this can become an empowering experience that can be drawn upon in stressful situations.

Equally consequential thinking is explored with the staff who undertake a Reflective Incident Review after any notifiable incident to better understand how their own responses influenced the outcome. This is a very useful tool to develop their practice and is central to reducing the potential for and severity of incidents.

14.3 Holding and Effective Intervention

Reflective Therapeutic Intervention focuses on safe intervention of unacceptable behaviours by diffusing the potential for violent outcomes. **However, as a last resort, young people may have to be physically held for their own safety, or for the safety of others.**

Young people in distress often experience very frightening feelings of panic, fear and despair, sometimes resulting in a loss of control. At these times, by utilising a safe physical intervention, we can empower young people to regain control of themselves.

Physical Intervention is only used as a last resort to safely take control of a situation when all other attempts at diffusion have failed to lessen the risk to the young person or others. Once the young person has regained control of himself or herself, the letting go process is essential to allow the young person dignity and reaffirm the respect and mutual trust between young person and carer.

After a physical intervention, the carer will conduct a Reflective Therapeutic Interview with the young person. This interview is an important part of the learning process and allows the young person to not only connect their feelings to behaviours, but also to discuss and agree the required support to develop more appropriate coping skills when faced with similar distress.

All care staff are trained in Reflective Therapeutic Interventions prior to working with a young person. The initial course takes place over three days and assessments of competence are undertaken by all employees this includes; Reflective Interview techniques, Physical intervention practical assessments. This training is refreshed twice a year. Only when an employee has demonstrated sufficient competence will they be certificated and allowed to work within a care home.

As stated in 14.2 all incidents result in a Reflective Incident Review which aids reflective practice and monitors competence.

NB: We do not use “face down” restraints at New Reflexions.

14.4 Sanctions/Consequences

As previously mentioned, socially acceptable behaviour is paramount to the goal of social integration. Whilst our aim is to achieve this through role modelling, we accept that at times young people need to experience the consequences of anti-social behaviours as part of the learning process.

Expectations in respect of socially acceptable behaviour are discussed with young people and the likely consequences in the form of sanctions/consequences are part

of this discussion. We believe that to gain self-discipline young people need to develop ownership of both the positive and negative aspects of their behaviour.

Sanctions/consequences are only imposed as a last resort with the intention of encouraging socially acceptable behaviour and are limited to loss or postponement of an activity or in the form of monetary reparation towards the cost of repairing damage to the home and property.

Any sanction/consequence will always be commensurate to the incident in question and young people are always encouraged to discuss the incident and reflect on their self management skills and agree any additional support they may require.

CONTACT DETAILS:

15. New Reflexions

New Reflexions part of New Reflexions which provides residential care, education and therapy to young people in the LAC system. New Reflexions is based at;

Black Birches,
Hadnall
Nr Shrewsbury
Shropshire
SY4 3DH
01939 210040

www.newreflexions.co.uk

15.1 Responsible Individual

The Responsible Individual is Keith Harrington and he can be contacted at the above address.

EDUCATION:

16. The Evolution Centre

At New Reflexions we value the development of the “whole person” and this is reflected in our philosophy within our DfE registered school “The Evolution Centre” and continued development through further education and vocational training placements at our specially created vocational centre at Shrewsbury Enterprise Park.

Given the age of the young people at New Reflexions the focus of the school will be to ensure they complete their statutory education and then, guide and support them to enter further education or employment dependant on their wishes and needs.

The school uses its relationships in the community to access additional support via such agencies as The Gateway and local business's to empower young people through informed choices regarding career prospects.

Our individual programmes recognise and build on the pupil's skills, promote individual achievement and aim for pupils to enjoy and feel empowered by their

participation in learning activities. We strive to meet individual needs and recognise our role in promoting social as well as educational development.

Our School offers a stimulating and challenging environment within which both staff and pupils can grow and learn. Care teams and teaching staff work closely together and pupils can be supported within lessons by their carers where this reflects the aims emphasised in the young person's placement plan. Each pupil is appointed a designated teacher who liaises closely with their care team and reports on their progress, as well as attending their review meetings.

Parallel use of praise, positive role modelling and RTI (Reflective Therapeutic Intervention) behaviour management techniques and intervention strategies, also promote consistency in staff approaches and expectations whilst enabling young people to work towards specific targets to gain a further sense of achievement.

Where appropriate, our School provides every young person at New Reflexions with a full timetable of planned learning activities from Monday – Friday. Timetables consist of a mixture of time in school, outdoor and adventurous activities, and independent study/projects to be completed with the support of teachers and carers.

Each young person has an individual education plan drawn up within four weeks of admission and this highlights specific targets to be achieved during the term. A personal education plan is also requested shortly after the pupil's admission and we liaise with the pupil, their care team and their social worker to complete this.

Pupils with Statements of Special Educational Needs

The Evolution Centre employs a full-time SENCO to ensure that their targets reflect the specified objectives within the Statement and that the appropriate level of support is provided to maximise learning opportunities.

The teachers and care staff are trained in the use of RTI, which allows us to apply consistent boundaries, consequences and expectations, alongside prompting positive behaviour in young people. Through all our work with pupils, we strive to empower and motivate them and strongly encourage discussion as a powerful means of communication and negotiation. Promoting citizenship skills alongside PSHE are important roles for our staff and form a key part of the curriculum.

16.1 Outdoor Education

The outdoor education department at New Reflexions is fully licensed through the AALA registration scheme. All young people have the opportunity to engage in activities on a weekly or fortnightly basis, accompanied by their carers. Adventurous activities are designed to offer challenge and stimulation and increase various skills as well as promoting achievement and building team working and trust. We encourage the carers to take part in order to develop their relationship through shared experiences.

The main idea behind outdoor education is to increase the young people's knowledge and understanding of the outdoors through various mediums such as rock-climbing, kayaking, open canoeing, mountain biking and gorge walking. However one of the fundamental objectives is to have fun!

Sessions also increase the young person's confidence, fitness, mobility and knowledge and awareness of the outdoors.

Our instructors all have dual qualifications in a range of outdoor pursuits as well as care. Although they are competent in a variety of outdoor pursuits they are equally able to understand young people's behaviours and their holistic needs.

Our outdoor education facility is extensively resourced, with up to date equipment and plenty of modern specialised clothing to ensure that young people are warm and well protected in all weathers.

Engaging young people through such activities can bring about a new level of self confidence that can be transferred to other areas of their life, and an interest in learning which may have been previously absent. Skills acquired through this medium are transferable to more traditional schooling. So, too, is the ability to develop positive coping mechanisms to deal with stressful issues affecting their lives?

17. N/A

18. ARRANGEMENTS to ATTEND LOCAL SCHOOLS

Where young people are deemed able to attain within a mainstream school, they are able to access local schools within our catchment area. This process is overseen by The Evolution Centre through its links with the LEA and local schools.

HEALTH:

19. General Health Care

Within the first 7 days of the placement our young people are registered with a local General Practitioner, a Dentist and an Optician. New Reflexions view of health care extends well beyond these basic requirements and we educate on the connection between emotional and physical health.

Our young people are encouraged to take a holistic overview of their lifestyle and the impact risky behaviours may have on long-term health. In particular, they are supported to pay attention to their daily diet, regular exercise and where applicable consider how, alcohol and substance abuse, smoking and anti-social behaviours also impact on emotional well being.

Each young person's details of their medical history, and any current concerns are addressed through their individual health plan.

A member of staff within the home undertakes the role of Health Education Liaison Representative, in order to insure the young person enjoys full access to all relevant local health service provision.

19.1 Therapy and counselling: an integrated service

The young people placed with New Reflexions carry with them the legacy of physical, emotional and sexual abuse. Early toxic experiences have resulted in patterns of behaviour that generate significant levels of concern. Multiple placement breakdown has been a common experience which further compounds early developmental losses. The young people we work with routinely exhibit poor emotional regulation,

poor impulse control, poor emotional literacy, poor social skills and a poor empathic response. They are often extremely angry and have fixed and negative views about themselves and what might be expected from relationships. Often a sense of psychological safety is dependent upon an ability to control others.

If we are to intervene successfully in the lives of these very damaged young people it is important that we have a robust framework for doing so. At New Reflexions our approach is largely informed by attachment theory. Using a team based approach we work hard to re-frame the experience of the young people placed in our care. By providing stable, robust and thoughtful environments that are responsive and attuned to the needs of the young person, we hope to establish the sense of security that has so often been lacking. It is only by developing this 'secure base' that we can hope to impact on the negative trajectory already set in train. By helping young people to regulate their emotional states, develop a sense of empathy and reflect on the relationship between their experience and subsequent patterns of behaviour, we can go some way towards providing a corrective emotional experience.

At New Reflexions the therapy service has the following functions

- Assessment
- The provision of consultancy to staff teams
- Individual therapy.
- A specific service for young people who display sexually abusive behaviour.

Assessment

At New Reflexions the therapy service is represented both at the initial referral stage and as part of the ongoing assessment process that informs the nature of intervention and calibration of risk. Specific assessment tools augment a rolling programme of rigorous evaluation and demonstrate our commitment to an evidenced based process. Established relationships with Clinical Psychologists and other health professionals further represent our determination to provide an excellent service and add yet another dimension to our assessment capability, should they be required.

Working with the Teams

It is increasingly recognised that effective intervention in the lives of attachment disordered children and adolescents depends on an ability to structure and inform the type of caring relationships they are offered. Members of the therapy service at New Reflexions regularly attend team meetings in order to support and enhance the understanding of those engaged in the day to day care of our young people, and in so doing establish and reinforce a robust theoretical framework that defines task and shapes strategy.

Reflective Therapeutic Intervention (RTI)

Given our commitment to an integrated service and a whole team approach, it will come as no surprise that our method of choice for intervention at times of crisis is founded on principles that are congruent with attachment theory. By providing a robust environment that can support young people in their move towards greater regulation of their emotional states, greater insight in relation to the connection between feelings and action, and greater self reflective capacity within the context of attuned, responsive and thoughtful adults, we are directly impacting on many of the toxic by-products of insecure attachment. RTI provides a tried and tested evidence

based system that enables safety and containment at times of crisis and actively encourages the development of insight, self-reflective capacity, emotional literacy and pro-social solutions to long standing problems.

Individual Therapy

The therapy service at New Reflexions offers, where appropriate, individual sessions to the young people in our care. Once again, the aim is to establish a relationship that can disconfirm the negative template that young people have developed in relation to abusive and traumatic experience. All department members offering therapy have significant experience and receive regular supervision. Rigorous and recognised training allows for particular and specific types of intervention aimed at processing toxic early experience and reframing subsequent maladaptive 'solutions' to impossible dilemmas.

Services to Young People who Display Sexually Abusive Behaviour

Sexually abusive behaviour does not usually develop in isolation. It occurs within the context of a whole range of toxic, traumatic and dysfunctional experience. For example we can easily see that the poor impulse control, insufficient empathic response, low self esteem, large amounts of anger and a desire to be both in control and feel powerful, might all be implicated in the genesis of sexually harmful behaviour. It therefore follows that a global and integrated service designed to effectively impact on these by-products of insecure attachment, offers a platform for effective intervention.

However there is also a strong case for a more targeted and specialist service designed to meet the needs of this client group. At New Reflexions experienced practitioners carry out focused assessments in relation to the risks posed by these young people. Robust and validated evaluation frameworks are employed in order to inform care decisions and strategies. Direct work takes full account of contextual issues as well as focusing on offence specific work and the cognitive distortions that so often accompany sexually harmful behaviour.

Once again emphasis is on a holistic approach. Effective work takes place within the context of the more global caring environment. Therapy and focused work on sexually inappropriate behaviour form two specialised but integrated components of the team around the young person.

The Therapy Department:

The Therapy Department is headed by **Andrew Wood** B.A.(Hons), PGDip A.Th., M.Sc., M.St. (Oxon), HPC., UPCA., UKCP.

Andrew is an Art Therapist and Psychodynamic Psychotherapist. He registered with the Health Professions Council and the United Kingdom Council for Psychotherapy, as well as being a full member of the British Association of Art Therapists and the Universities Psychotherapy and Counselling Association. He has Masters Degrees in both Applications of Psychology and Psychodynamic Practice, this last from Oxford University. Attachment theory is an area of particular interest and Andrew has undertaken research exploring the attachment styles of Residential Care Workers. He has been trained in the use of the Attachment Style Interview developed by Professor Bifulco, EMDR and the AIM2 assessment measure in relation to sexually

harmful behaviour. Andrew has spent over twenty years working with 'Looked After Children'.

Chartered Consultant Clinical Psychologist

Our therapy department includes a full time Clinical Psychologist, to undertake any assessments required to meet the needs of the young people in placement.

Dr Mattie Idema-Trehan B.Sc., M.Sc., PhD., BPS, HPC

Mattie is an extremely experience clinician who has worked extensively with young people presenting complex and challenging behaviour within the care system. Mattie has previously occupied the role of Head of Clinical Psychology Services within Child and Family Services (NHS). Once again, attachment theory informs a large part of her practice and represents an area of long standing interest. Mattie has additional trainings in CBT, Family Therapy, Solution Focused Therapy and Attachment Focused Psychotherapy. She is also an Expert Witness and has acted as a single joint expert within Family Proceedings and Private Law Disputes since 1994. She is qualified to use a portfolio of psychometric assessments and clinical procedures assessing intelligence, personality, trauma symptomatology and psychopathology

All therapists used by New Reflexions are fully accredited with the relevant professional body and receive regular supervision of their work within the requirements of that body in addition to the line management arrangements within New Reflexions.

19.2 Measuring Effectiveness:

At New Reflexions, young people present with complex needs and severe developmental traumas and difficulties. They often get placed at a time in their lives when they have experienced significant harm in childhood, additional traumas as well as a considerable number of placement failures. Their behaviour is often too challenging for other services and they present with a high number of risks to themselves as well as others.

It is not difficult to recognise that a consistent and predictable environment over a prolonged period of time is fundamental to sustainable progress. Therefore, the first measure of effectiveness is the resilience of the placement to provide the platform for everything else.

All New Reflexions homes have a non exclusion policy and never end a placement. Even then the level of change is always dependent upon individual circumstances and one must be realistic about expectations when measuring effectiveness.

Baseline Assessments:

In order to assess what a young person is bringing with them, and to assess their progress whilst with us, we use a number of measures to assess mental health issues, attachment difficulties, cognitive function as well as their adaptive functioning skills. The risks they present to themselves and others are also monitored for their frequency, severity and the functions they serve for the child. These baseline measures are used across the integrated service, hence, including the care, school and therapy settings. Most baseline assessments are carried out at least every 6 months, but often more frequently to monitor change. All baseline assessment

measures are well researched, evidence based and outcomes can be compared to normative population data:

Child Behaviour Checklist – measures Mental Health indicators (DSMIV)

Assessment of Attachment Behaviours – measures attachment behaviour problems like emotional literacy, emotional regulation, empathy, self esteem and social skills.

Adaptive Behaviour Assessment System and Vineland – adaptive and functional skills assessment, including measure of level of community integration/engagement

Life story work – level of coherence of the young person's life story

Results of these assessments are discussed in regular team meetings with care and educational staff in order to inform placement plans. They are also shared with Local Authority Social Workers and other agencies involved in monitoring and planning the young person's placement and progress.

STAFFING MATTERS:

Typical example of staffing matters in our homes

20. Qualifications and Experience of the Manager:

T W– Home Manager at New Reflexions

TW commenced her employment with the company in February 2005. Starting as a residential care worker and worked her way up through the system to become a senior care worker by 2007 and on to become a registered manager by 2009. Tracy currently delivers the CWDC training for New Reflexions training program.

TW is currently in possession of NVQ 3 caring for children and young people and LMC 4 certificate for leadership and management of care services. Tracy has also completed the under mentioned following courses;

Food Hygiene

Fire Marshall and fire safety awareness

Introduction to supervision

2 awards in Health and Safety in the workplace

Price Intervention course

Therapeutic crisis intervention (TCI) 5 day course

Administration and care of medicines workshop

Regis: ctv- Fire Safety – Refresher

CIEH – Level 2 Award in Food Safety in catering

Health & Safety, Manual Handling & Fire Awareness

Basic Drug Awareness

Basic Awareness of Child Protection Training

First Aid – Appointed Person

2 Day Cognitive behaviour Therapy

SSCB- Developing Awareness for Child Protection Training Level 2: Neglect module

SSCB Developing Awareness for Child Protection Training Level 2: Sexual Harm module
 SSCB Developing Awareness for Child Protection Training Level 2: Physical abuse module
 SSCB Developing Awareness for Child Protection Training Level 2: Emotional Harm module
 SSCB Developing Awareness: Child Sexual Exploitation
 SSCB: MAPPA basic Awareness Training
 Children's Rights Awareness Training
 Attachment Theory Training & Child Development
 Transactional Analysis 101 2 day Course
 Introduction to Diabetes and Advanced Workshop in Diabetes
 Mental Capacity Act Training
 Autism Training
 'Working with people who Self Harm' Training
 Reflective Therapeutic Intervention (RTI) Induction Course – 2 days
 Reflective Therapeutic Intervention (RTI) – 1 day Refresher

20.1 Qualifications and Experience of the Staff Team:

The current staff team are a group of people with a diverse array of experience in child care. From the members of the team who have many years of experience to the latest new starters, all members of the household focus on the provision of care to our young people as their prime consideration.

The development of the home and the members of the care team working there are also considered to be of the greatest importance, which is identified, addressed and acted upon through Supervision.

Full staff team list:

Member of Staff	Position Held	Experience & Qualifications	Residential Experience
T W	Care Manager	Started in September 2004. NVQ level 3 in Health & Social Care (Children & Young People) LMC Level 4 Leadership & Management for Care Services. Fully inclusive 4 week induction program. All mandatory training completed	9 years 9 months
P F	Senior Residential Care worker	Started October 2006. NVQ 3 in Health & Social Care (Children & Young People) Level 1 certificate in football coaching. Fully inclusive induction program All mandatory training completed. CWDC completed.	7 Years 8 months

J W	Senior Residential Care worker	Started April 2011 QCF level 3 diploma (children and young people) Fully inclusive induction program completed. Completed all mandatory training. CWDC completed.	3 years 2 months
D S	Senior Residential Care Worker	Started May 2010. Became a Senior care worker February 2012. NVQ 3 in Health & Social Care (Children & Young People) Fully inclusive induction program completed. Completed all mandatory training. CWDC completed.	4 Years 1 month
M M	Residential Care worker	Joined the company in April 2012. Currently completing QCF Level 3 Diploma for Children and Young People. Fully inclusive induction program completed. Completed all mandatory training. CWDC completed.	2 year 2 months
J M W	Residential Care Worker	Has Gained a Diploma of Higher Education in Social Care. Joined the Company in November 2012. All Mandatory Induction Training Completed. Has completed CWDC Induction Standards.	1 year 6 months
N M	Residential Care Worker	Joined the Company in April 2013. Completed CWDC induction standards. Currently completing QCF level 3 diploma in children and young people. All mandatory training completed.	1Year 2 Months
M O	Residential Care Worker	Joined the Company in May 2013. Completed CWDC Induction standards Currently completing QCF level 3 diploma	12 Month

		in children and young people. All mandatory training completed.	
S B	Residential Care Worker	Joined the Company in May 2013. Completed CWDC Induction standards Currently completing QCF level 3 diploma in children and young people. All mandatory training completed.	12 Month
D A	Residential care worker	Joined the company in in May 2014 Currently completing CWDC Induction Standards. All mandatory training completed.	2 months

21. Organisational Structure of the Home:

Typical example

New Reflexions is staffed as follows: 1x Care Manager, 3x Senior Residential Care Workers and 6 x Residential Care Workers (dependent upon the required staffing ratio of the young person).

We believe that young people need continuity of care and this is reflected in our rota system. Our care staff are on duty from 0800hrs – 2300hrs and then sleep-in.

Each member of the team lives in the home on a 2days on 3days off rota thus allowing the young people to develop meaningful relationships with each individual member of the care team. Further to this, the manager is present throughout the day and is also contactable out of hours through our on-call support service.

The Operations Director supervises the care manager of the home.

In the event of the manager being absent through annual leave or sickness, the Staff team are supported by the Operations Director who assumes responsibility for the daily running of the home.

Should we ever experience sickness absence within the core staff team, we may have to utilise care staff from within the company to ensure that our young people are cared for by New Reflexions trained personnel.

We do not employ agency staff to work at New Reflexions.

21.1 Supervision & Appraisal

We believe that regular supervision is an essential part of the support process and helps our staff to remain focused and enthusiastic. By utilising the supervision forum we are able to monitor best work practice, identify and address issues around staff performance and ensure that our young people are cared for by capable and motivated staff.

In line with National Minimum Standards all new staff is supervised twice monthly in the first six months of employment, after which all staff are supervised monthly.

In addition, monthly team meetings are conducted and are utilised as group supervisions to enhance team performance. The young people are invited to contribute to team meeting agendas to discuss home and relationship issues, which encourage the development of teamwork towards agreed goals.

Appraisals are conducted annually and are linked to development to determine progress to date and developmental needs for the next twelve months. (Please see training and development below)

21.2 Training and Development

NEW REFLEXIONS believe that our greatest resource to effect change in young people's lives is our staff. To this aim we provide an impressive training package to our entire staff team that far exceeds the requirements of the National Minimum Standards.

The company has developed a comprehensive 12 week induction package for all new starters that recognises the sector induction standards and includes class room studies, work-based practice, written tests, written observation reports on work practice and all the relevant mandatory training.

Only members of staff that have successfully completed this training and achieved the desired test results, are allowed to work on a one to one ratio.

Furthermore, we are committed to the development of all our staff and invest heavily in the continuous learning process. Staff are now to be enrolled on QCF level 3 Diploma (Children's Pathway). The Training Department ensures that each member of staff has a Personal Development Plan that allows for both identified training needs and individual wishes regarding development options. Further development will be promoted via the QCF framework

22. PROMOTING ROLE MODELS OF BOTH SEXES

New Reflexions has a large mixed gender staff team which reflects the possibility of gender mix of the young people that may be in residence. All staff play a role in caring for the young people irrespective of gender and promote equality in all interactions and daily chores.