



# Statement of Purpose

## **Bentley Grove**

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### **Mission Statement**

*Horton Education and Care supports children, young people and adults through their difficulties, fosters their ability to manage their own behaviour, and develops their knowledge, skills and independence, enabling them to live as full and rich a life as possible*

### **Horton Establishment's Limited**

Bentley Grove is regulated in accordance with Children's Homes Regulations and registered under the care standards Act 2000. In addition, Horton House School and Horton School Beverley are registered by the Department for Education under the Education Acts 1981 and 1993 and inspected under section 10 of the School Inspections Act 1996.

### **Statement of Purpose**

In accordance with Children's Homes Regulations 2015- Regulation 16, Schedule 1

The Statement is informed and underpinned by the Principles of:  
**Welfare, Individuality, Partnership, Consultation, Participation, Accountability  
and Co-operation**

**Registration Number: SC413678**

*This will be a working document and will be subject to amendments as the needs of the home develop.  
The Statement of Purpose for Bentley Grove, revised January 2018, has been reviewed and approved by  
the Registered Person.*

## 1. Overall aims and objectives

As a specialist provider of care and education, our objectives are to:

- Create a stable, calm, safe and secure living and learning environment.
- Offer a structured, systematic, holistic and individualised approach to education and care.
- Develop knowledge and core skills
- Provide access to a broad, balanced and differentiated national curriculum
- Employ positive behaviour management techniques
- Develop skills for children and young people to manage their own behaviour effectively
- Participate in a wide range of on-site and community-based activities: recreational, sporting and cultural
- Work together with peers and staff to make a positive contribution to the school, home and wider community
- Develop children and young people's personal qualities
- Develop functional skills
- Access the school leaver's programme and post 16 education which includes life skills, vocational training, work experience, college courses and careers guidance
- Advocate on the young person's behalf matters relating to their care and education.
- The home uses the PACE model approach which supports children and young people who have attachment difficulties. The home aims to connect with the young people first and then manage the behaviours once we have made this connection.

## 2. The Facilities and Services to be Provided

Horton Education and Care is an umbrella organisation. Within this there are two homes for children and young people, two adult social care provisions and a school.

Bentley Grove is a three-bedroom end terraced house situated at the centre of our sites. It is close to local amenities and has a good link with public transport.

Bentley Grove is registered to provide care to two children and young people between the ages of 8 and 18 years (this may be extended to the age of 19 with the agreement of local authorities). These children and young people may be living with a range of complex needs, some of these complex needs may include, but not limited to, BESD, ADHD, ASC, Attachment Disorders and Cognitive and Learning difficulties.

Children and young people will receive individualised care that meets their specific needs. No child will be discriminated against irrespective of their age, gender, language, sexual orientation, specific health needs or levels of ability.

Horton Education and Care is committed to offering a structured, predictable environment, with care that is person-centred and individualised. This is geared towards assisting the children and young people to reach their full potential and achieve positive outcomes.

All children and young people are encouraged to make a positive contribution around the home that is suitable to their age and levels of understanding. This may be through assisting with the preparation of evening meals, shopping or washing and drying their own clothing.

The young people within the home use an independent assessment tool to gauge what level they are working at within their own independence, this is individualised to their own level and ability and the starting point is to set realistic and achievable goals in order for the young people to develop at a consistent rate, the ultimate aim of the independent assessment tool is to set the young people up for adulthood and be able to get a job, run their own household, manage money and reach their full potential.

Our teams of staff have an on-going commitment towards raising the self-esteem, resilience and independence of all children and young people. Horton Education and Care have built strong relationships with other agencies that include therapeutic services, psychological service, speech and language therapists as well as local colleges, community organisations, local children's safeguarding boards and the local policing teams.

All work is undertaken in partnership with children and young people and it is focussed around their individualised care/placement plan. Each child and young person's care plan sets out a number of measurable targets they work towards which are aimed at progressive skills to improve the quality of life.

Health and well-being is of real importance at Horton Education and Care. Each child and young person is registered with a GP, a dentist and an optician upon commencement of their placement. Exercise and activity is strongly encouraged by our staff and each young person will be encouraged to attend local pools and fitness suites and physical activities. Meals are planned through a weekly YP house meeting; the young people will be encouraged to make healthy food choices.

Each young person will have their own bedroom which they will be encouraged to personalise to meet their own tastes capturing their uniqueness, personality and creativity.

Bentley Grove offers three good-sized bedrooms, a bathroom, kitchen, a separate dining room and a living room. The site also has two reasonably-sized gardens.



The site is close to local amenities such as shops, hairdressers, a supermarket and a doctor's surgery. There is a regular bus route nearby. Horton Education and Care has a number of company vehicles to transport children and young people to and from school, we also facilitate contacts with family and significant others as well as attend appointments. However, children and young people, where appropriate, are encouraged to make use of public transport as a means of developing a sense of independence.




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***“To enlarge a child’s knowledge, experience and imaginative understanding and thus his awareness of moral values and capacity for enjoyment; to enable him to enter the world after a formal education is over as an active participant in society and as a responsible contributor to it capable of achieving as much independence as possible” (Warnock 1978)***

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### 3. Underlying Ethos and Philosophy

- The home focuses on using the most up to date research and practice to ensure that the young people within our care are receiving the best quality of care.
- The philosophy of Horton Education and Care is one of care, understanding and open-mindedness towards the diverse range of behaviours that young people may display as means of expressing themselves and communicating with others.
- Practice, policy and procedure is continually reviewed and, where appropriate, amended to ensure high standards of care and education on behalf of young people, parents and local authorities.
- Horton Education and Care strives to maintain a positive environment based on mutual respect, inclusion and equality. Age, gender, sexual identity, ethnic origin, cultural identity, religious beliefs or complex needs will not be a barrier to the outcomes that children and young people achieve. Children and young people will be encouraged to recognise diversity within our society and staff work in an anti-discriminatory way to ensure the best quality of care.
- Looking after children and young people should be regarded as a service to children-in -need, their families and local authorities and, as such, needs to be offered in a person-centred way with the best interests of the child at the forefront of any decisions.

- Each child has the right to be involved in making decisions about their future. The young person's thoughts, feelings, wishes and wants must be given serious consideration. The young person should be given the opportunity through internal or external advocates to exercise their rights to representation and complaint when necessary.
- Staff at Horton Education and Care play an integral part in the care and well-being of children and young people. For this reason, staff and management may advocate for and on behalf of a young person. This may include raising concerns to and against local authorities, schools and external agencies should the welfare of a child or young person require representation.
- The welfare of the child is paramount. Children and young people in our care may have a range of complex issues surrounding them. Safeguarding must be at the forefront of every staff member's mind.
- Each child is a unique individual who has needs which require individual assessment and planning in a person-centred way.
- Each child must be provided with a safe, warm and comfortable environment in which they can feel safe and secure where they are listened to and value.
- All young people have a right to space and privacy.
- For young people to achieve their potential, they need to feel valued and wanted. All work at Horton Education and Care should be based upon enabling young people to develop good personal relationships with the adults who are educating and caring for them. This can be achieved through inclusive practice catered for in a family-style environment.
- Young people should have the confidence that the adults at Horton Education and Care are able to manage their sometimes difficult behaviour with empathy and understanding.
- Visitors to Horton Education and Care should be made welcome and be afforded comfortable rooms and refreshments.
- The cultural diversity and ethnic identity of each child will be upheld and arrangements for religious beliefs will be encouraged where possible.
- Staff at Horton Education and Care will aim to reduce and stabilise any risk-taking behaviours.

#### **4. Children and Young People's Details**

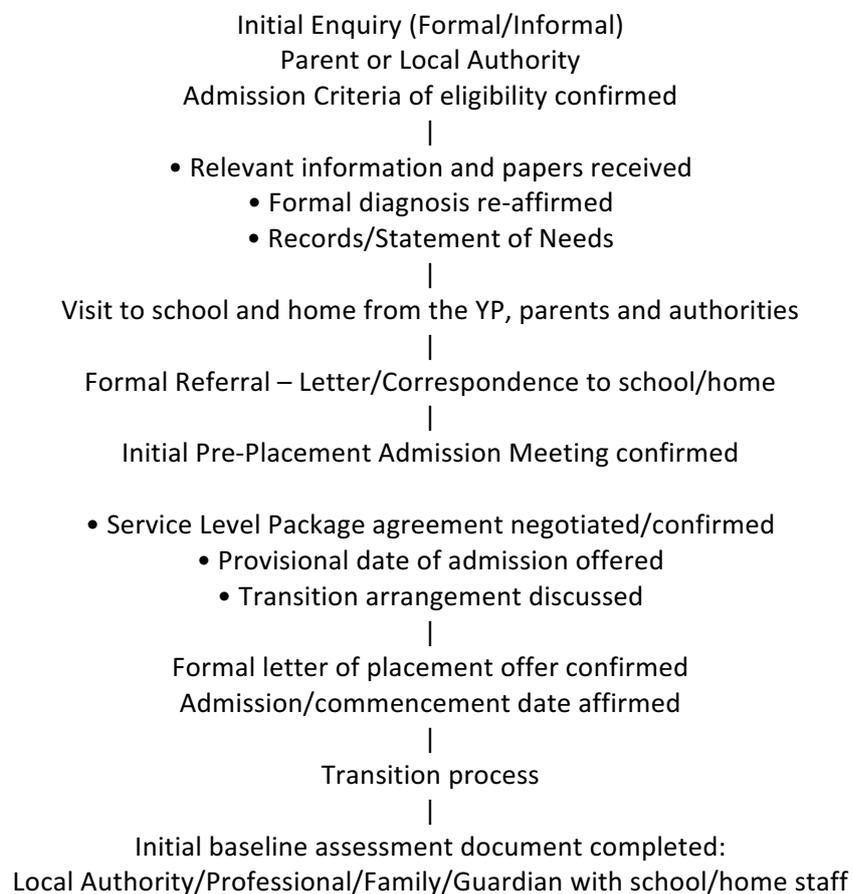
As stated in section 2, Horton Education and Care provides care and education to children and young people who may be living with a range of complex needs, some of these complex needs may include, but not limited to, BESD, ADHD, ASC, Attachment Disorders, and Cognitive and Learning Difficulties.

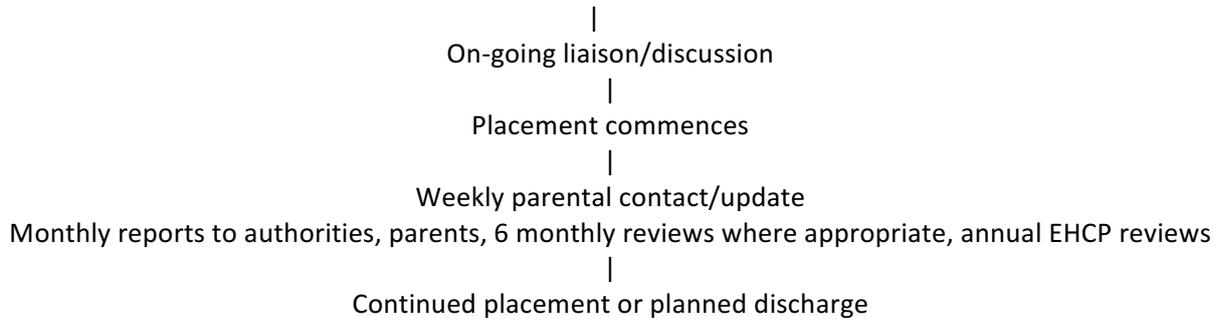
## 5. Admission criteria

Children and young people are normally referred to Horton Education and Care via the local authority care and/or education department on a 38 or 52-week placement. They may arrive with an Education, Health and Care Plan.

- There is an Admissions Policy in situ in order to ensure a structured and systematic approach to all new referrals. A professional consensus approach via risk assessment ensures appropriate admissions and enrolments of potential new residents.
- A planned approach to the admissions process includes perusal of all relevant papers, observational assessments, pre-placement visits and formulation of Individual Behaviour Support Plans, Individual Care and Placement Plans.
- Horton Education and Care considers referrals from any cultural or ethnic background.
- Horton Education and Care provides for boys and girls with mild, moderate and severe learning difficulties. Where a young person's difficulties are described as severe, the school/home usually requests additional support over and above the normal staffing quota. This is discussed fully at the Referral Meeting.
- Increasingly, there are a number of young people being referred who have an additional difficulty such as Asperger's Syndrome, Autism, ADHD or Tourette's syndrome. The homes and school welcome discussions at an early stage to identify the young person's needs.

### Referral/Admissions/Discharge/Policy/Protocol: Flowchart





## 6. Emergency Placements

Horton Education and Care accepts emergency placements. When an emergency admission is unavoidable, the home will be prepared to receiving children and young people in such circumstances. It is acknowledged that this is a potentially unsettling time for all concerned. Children and young people will be supported as much as possible to transition to Bentley Grove. This includes supporting the children and young people residing at the home as well as the individual child or young person who is moving in. Staff will be aiming to meet the needs of the newly admitted child or young person regardless of whether the admission is planned or unplanned.

Following an emergency admission statutory review will be initiated as soon as possible and never more than 72 hours after the admission. This meeting will expressly address whether the child or young person should remain at the placement or whether it is in their best interests to be moved to another placement who are able to meet their needs.

In emergency admission contexts, the Care Plan and essential written information will be provided to the home by the social worker or, in the absence of a social worker, by the team manager as soon as possible but no later than 72 hours after the placement began, which can consider both short term (0 – 3 months) and long term plans for the child or young person.

In the absence of written information being unavailable at the time of the emergency placement, the social worker or team manager will give essential information verbally to the staff at the home. Such essential information would include any child protection, welfare or safety issues concerning the individual child or young person as well as any issues that may compromise the safety or welfare of other children and young people already residing at Bentley Grove.

During an emergency admission, a Placement Plan will be drawn up with the involvement of the young person and, where appropriate, his/her family as soon as the young person moves into the home.

If the emergency review decides it is in the interests of the young person to move to another placement, the initial plan can be used in transition to another placement.

## 7. Types of Accommodation and Sleeping Arrangements: How Children and Young People are Grouped and Circumstances in which they Share

The overall capacity for Bentley Grove is a total of 2 children and young people.

There are two designated bedrooms for children and young people. These are single occupancy and all children and young people are encouraged to personalise their room to their own unique taste and personality.

## 8. Arrangements Made for Consultation with Children and Young People

Children and young people are consulted about their life at Horton Education and Care and encouraged to take part in meetings/decisions which affect their daily life at the home (and beyond).

Some of the forums available for children and young people to effectively do this are as follows:

- Consultations with staff - children and young people's thoughts, issues and opinions are recorded. The key worker will complete a consultation overview as part of their monthly review of care. Any action points identified are completed and relayed to the children and young people. This ensures that children and young people are listened to, valued and their issues, concerns and/or wishes, feelings and needs are carried out effectively.
- Children and young people's weekly house meetings take place on a set day each week. Where appropriate, children and young people themselves take responsibility of chairing the meeting, the assistance of staff is there as and when needed. Records of the meeting are posted on the walls for the children and young people to refer to throughout the following week and are then stored in files for safe keeping. The meeting covers topics such as menu choices, activity choices, issues around the home (from the children and young people's perspective) as well as current affairs.
- Attendance at all meetings pertaining to them such as LAC reviews, Education, Health and Care Plan and PEP reviews etc. is highly encouraged and the children and young people are supported throughout. The children and young person are assisted to ensure that their voice is heard and a person-centred approach is adhered to at all times. An independent advocate will be offered over and above staff support should a young person require this.
- All staff are encouraged to advocate on the young person's behalf with their best interests in mind.
- All children and young people are offered access to an independent advocate.
- All children and young people have relevant contacts for outside agencies such as ChildLine, Ofsted, the Children's Rights Director, RAP (Rights and Participation Team) and their Social Worker.
- The manager has an open door policy and are always available to speak and support the children and young people to discuss any problems or issues they wish to discuss.

## 9. Promotion and Protection of Health Needs

Horton Education and Care takes a positive and pro-active approach in respect of children and young people's health. We have a supportive environment which promotes and protects children and young people's health and demonstrates the importance of attending appointments and keeping our bodies healthy.

Through an initial assessment stage, specific health needs will be identified and the relevant support or intervention will be signposted.

Upon admission, children and young people will be registered with a local GP, local dentist and the opticians in most cases. Where appropriate, referrals to CAMHS will be made or previous arrangements with CAMHS supported.

All children and young people have an Individual Health Plan which is reviewed regular and all health appointments are recorded in the plan. A record is kept of significant or suspected illnesses, accidents or injuries that may affect them whilst in our care.

A healthy, balanced diet is actively encouraged. Children and young people play a key role in determining weekly menus and daily food choices. They will always have healthy snacks made available to them such as a wide variety of fruits, salads and yoghurts.

Physical exercise is actively encouraged on a daily basis through fun and stimulating ways that are individualised to meet the needs of the children and young person. Each young person will receive a local council gym card that enables them to swim and, if age appropriate, will get the use of the gym facilities and classes. Children and young people are actively encouraged to join clubs and teams relating to their personal preferences to encourage the development of social skills and understanding of appropriate social boundaries.

All the health needs, appointments and planned healthcare visits of all young people are met by the LAC nurse in conjunction with a large number of other professionals including doctors, dentist and opticians. All children and young people are supported/referred to the above professionals as appropriate and also to a hospital, should it be necessary.

The health and well-being of all children and young people is recorded in the monthly review of care which is shared with social workers and where appropriate, parents.

#### **10. Arrangements to promote education (including private study)**

The young people that come to Bentley Grove may have had a disrupted educational history, this can be due to many historical and on-going factors - this disruption can also be down to lack of attendance at school or a number of different placements.

Bentley Grove values Education and the opportunities that it can give young people for future employment, understanding and life-long learning. It is expected that all young people participate in the full education programme and it offers a structured, systematic approach to the management of pupil education and care. In order to facilitate a seamless holistic approach, there is an amalgamation of the Individual Education Plans (IEP's) the Individual Behaviour Plan (IBSP's) and the Individual Support Plans (ISP's). Bentley Grove can arrange for any extra educational needs to be met both within the Home and at School. Staff will help young people to engage with their Education, offer support with homework, organising their timetables and exam preparation. We also help with the transition of moving from both year to year and if applicable, school to further education.

We work closely with the Schools to provide the best multi-disciplinary team available to the young person, aiming to help them achieve their potential. School handovers are used on a week-to-week basis in order to communicate effectively any issues both in school and at home to ensure consistency. We aim to link young people's education to their own interests, gifts and talents ensuring a more relaxed approach around schooling, reducing levels of anxiety and worry that the young person may have about school.

We work alongside other professionals to identify any special educational needs that a young person may have. This includes working with the local authorities in accordance with the Children (leaving care) Act 2000 to prepare those young people who are 16-Plus for leaving care.

## 11. Therapeutic Arrangements

One young person at Bentley Grove receives counselling and Dyadic attachment therapy from a trained therapist at Time to Listen Julie Branton who is Psychotherapeutic Counsellor. The therapist works closely with staff to deliver training to the homes full team. Horton Education and Care also has close relationships with multi-disciplinary agencies around the local area that is able to signpost our staff in the right direction for any referrals and/or intervention that may be necessary. Horton Education and Care works closely with the CAMHS therapists in the area.

## 12. Arrangements to Promote Hobbies and Interests

Horton Education and Care strives to assist children and young people to pursue their particular interest, to develop confidence and skills and to participate in a wide range of activities. All young people are given the choice of activities each weekday evening during term time and full days at weekends and school holidays. Activities are age-appropriate and individualised by choice. They include but are not limited to:

- football, basketball, rugby and any other sports
- climbing
- Gravity trampoline park
- horse riding
- scuba diving
- fishing
- golf
- ice-skating
- activities such as swimming, bowling, skating, cinema
- Outdoor pursuit's e.g. camping experience and summer holidays.

We also offer more adventure style activities for which risk assessments are undertaken and qualified tuition is provided.

Horton Education and Care will encourage a range of activities, hobbies and interests relating to individual's cultural interests.

### **13. Arrangements Made for Children/Parents/Relatives/Friends**

1. Horton Education and Care promotes all young people to have contact with “significant others” and encourages them to make and sustain relationships with a variety of peers.
2. All parents, relatives and friends are welcome at Horton Education and Care. Advance notice, however, is necessary in case the child or young person has other commitments.
3. Each child or young person may have private time with visitors unless it poses a danger to themselves, the building or other children and young people.
4. Where supervised visits have been advised/directed by a Referring Agency, Horton Education and Care will make facilities available for this purpose.

### **14. The Arrangements Made For Promoting Appropriate Behaviour and for the Control, Restraint and Discipline of Children**

Horton Education and Care aims to help all young people to develop socially acceptable behaviour. To achieve this, staff encourage acceptable behaviour and constructive responses to inappropriate behaviour.

Several features of Horton Education and Care’s structure supports the development of acceptable behaviour:

- a coherent, predictable and reliable daily routine
- a therapeutic approach to behaviour management with staff that are understanding and empathic to the child or young person’s needs
- the celebration of children and young people’s development and achievements through praise, support, encouragement and rewards
- an approach that values the individual and demonstrates that each child and young person is a person of worth
- firm and consistent boundaries that will be upheld by staff
- Reparations for damages caused. Reparations are set up in such a way that a young person takes responsibility for their actions. Damages caused will be discussed with them and any ‘significant others’ by a senior member of staff. Reparations will be returned from a child or young person’s pocket money and will never exceed more than 2/3rds. The young person will also have the opportunity to reduce the value of reparation by making a positive contribution around the home.

It is acknowledged that children and young people in care may have had experiences in their lives that triggered their challenging behaviours. It is the role of staff to understand the feelings that precipitate such behaviour and to assist the children to develop coping strategies and resolutions for their difficulties.

At Bentley Grove Children’s home we understand that young people have had difficult experiences and we work within the PACE Model framework to connect with the young people.

Dyadic developmental psychotherapy is a psychotherapeutic treatment method for families that have children with symptoms of emotional disorders, including complex trauma and disorders of attachment.

Dyadic developmental therapy principally involves creating a "playful, accepting, curious, and empathic" environment in which the therapist attunes to the child's "subjective experiences" and reflects this back to the child by means of eye contact, facial expressions, gestures and movements, voice tone, timing and touch, "co-regulates" emotional affect and "co-constructs" an alternative autobiographical narrative with the child. Dyadic developmental psychotherapy also makes use of cognitive-behavioural strategies. The "dyad" referred to must eventually be the parent-child dyad. The active presence of the primary caregiver is preferred but not required

There are clearly written policies issued to all staff on control and restraint. This policy is shared with placing authorities and parents on admission. This policy is underpinned by CALM, a non-aversive, non-punitive, non-judgemental approach which is compulsory for all staff. The model operates within the British Institute for Learning Difficulties (BILD) Framework and Code of Practice, and seeks to offer a therapeutic response to the management of challenging behaviour or interactional difficulties. This is designed to give staff the knowledge and confidence to manage challenging behaviour through care skills. It provides early prevention and conflict resolution and provides approved means of restraint or safe holding/handling where this is necessary as an absolute last resort. Staff undergo annual CALM refresher training with the qualified instructor.

Acceptable behaviour is more likely to result where children and young people regard staff actions as fair and equitable. Young people can also respond well towards the positive use of relationships. Staff disapproval is an effective means of preventing and curtailing unacceptable behaviour.

## **15. Child Protection/ Safeguarding and Bullying**

Horton Education and Care works within the framework of Working Together to Safeguard Children issued in March 2015 and with advice and guidance from Hull and East Riding Children's Safeguarding Board.

The home has clear written policies and procedures to follow in relation to Child Protection and Bullying. It is backed up with systems and procedures within organisation and management of Horton Education and Care to ensure that the aims and strategies are implemented effectively, monitored and reviewed. These are intended to ensure a robust and transparent approach which emphasises that 'welfare of the child is paramount'. The policies of child protection and bullying shared with all placing authorities and parents on admission. They can also be obtained by contacting Bentley Grove or telephoning the Head Office.

Horton Education and Care recognises the right of children and young people and staff to live and work in a safe and caring environment where their welfare is promoted, where they are protected from abuse and bullying and where appropriate responses are given both to allegations and suspicions of abuse and to bullying.

In the case of allegations of abuse:

- staff do not ask leading questions or inappropriately guarantee confidentiality
- keep accurate records of what the young person says and pass it to the senior staff on shift/the safeguarding officer

Horton Education and Care seeks to provide a non-abusive environment for children and young people. They should not be frightened by the behaviour of other peers and similarly they should neither be threatened nor intimidated by the behaviour of any member of staff. Staff should ensure that young people do not experience bullying or harassment or suffer intimidation or abuse because someone, be that a member of staff or another young person, is more powerful than they are.

Good practice includes the ability to recognise any intimidation and staff should strive to provide an open and trusting environment that provides support for young people when they feel vulnerable.

To prevent bullying:

- a definition of bullying is discussed frequently with both staff and children and young people
- specific measures to prevent bullying are put in place
- support and guidance is offered to both children and young people who are bullied and those who bully.

The training in safeguarding is provided to all staff through NSPCC and ERSCB.

## **16. A Child/Young Person Missing From the Children's Home**

Horton Education and Care recognises that children and young people may abscond for a variety of reasons. These may include "pranks", unhappiness, distress, homesickness or being afraid. Staff are, therefore, sensitive to the needs of the individual in terms of their response.

All young people within the home have their missing from home needs risk assessed and a personalised protocol and risk assessment is in place to ensure that they are safe and free from potential harm and threats.

In any instance where a child or young person absconds, Horton Education and Care will adopt some, or all, of the following procedures:

- search for any child or young person believed to be missing
- identify and involve the police, if appropriate
- gather, record and share information on young person's whereabouts and predictable patterns of movement
- collect the young person from where they are found
- take therapeutic action when the young person returns to ensure they feel safe and cared for in a non-judgemental manner.

Horton Education and Care has close links with Humberside Police and the Youth Diversion Officer for the local area. We share the necessary information about children and young people with the agreement of the placing authority and parents.

## 17. Religion and culture

Horton Education and Care actively promotes a child or young person's right to practise religion and maintain their cultural identity. Those children and young people already attending a place of worship will be assisted, where reasonably possible, to continue attending this place of worship. Where this is not reasonably possible, alternative places of worship will be sought out on the child or young person's behalf.

A young person's cultural identity will be respected. Where reasonably possible, this may include trips to and from a young person's previous local area, making reasonable adjustments to the young person's living space.

## 18. Complaints

We believe that it is important that children and young people are aware of how to complain about any aspect of their lives at Horton Education and Care. It is equally as important that staff, families and others involved with children and young people are aware of how to complain. Everyone should know that their complaints will be dealt with seriously and promptly.

The child or young person has the right to refer their complaint directly to Ofsted or the Children's Commissioner.

There is a complaints policy and procedure in place which children and young people, staff, parents and partner agencies are referred to. They are shared with the placing authorities and parents on admission. It can also be obtained by contacting Bentley Grove or the Head Office.

Any complaints can be directly referred to the (Homes Manager), **Terrienne Butler**, via:

**Telephone:** 01482 345367

**Email:** [terriennebutler@hortongroup.co.uk](mailto:terriennebutler@hortongroup.co.uk)

**Post:** 8 Bentley Grove, Hull, HU6 8PN

## 19. Name, Address, Qualifications and Experience of Registered Provider

Mrs Harriet Appleby

Southlands Hall  
75 Thwaite Street  
Cottingham  
HU16 4RB

Bachelor of Education with 30 years of experience with EBD/SLD children and young people and adults.

## 20. Qualifications and Experience of Registered Manager

Terriane Butler is the Registered Manager for Bentley Grove. And holds the following qualifications:

- BA (Hons) in Children's Learning and Development
- Level 5 in Children's Learning and Development (Foundation Degree)
- NVQ Level 3 Diploma in Children's Learning and Development.
- NVQ Level 3 in Children's Care
- Level 5 Diploma in Leadership for Health and Social Care (on going)
- Level 1 Interpersonal Skills

Terri has worked 25 years in Childcare 0-5 years in many roles starting as a nursery nurse then opening her own pre-school which was charity registered. She then moved onto residential care and worked in this field for 4.5 years. Terri has previously worked as a Residential Care Worker and Senior Care Worker Roles in residential care, before being promoted to Deputy Manager and then Acting Manager when the Manager went on maternity leave with a previous company.

## 21. Numbers, Qualifications and Experience of People Working in the Establishments

All staff undergo mandatory training in the following areas:

- Safeguarding
- Food hygiene
- Health and safety
- Basic first aid
- Fire safety
- CALM – Crisis Aggression and Limitation Management (theory and physical intervention)
- Care and Control of Medicines
- On-going training is delivered through internal and external sources in the following areas:
- Bereavement and loss
- Dyslexia, Dyspraxia, ADHD and Autism
- Attachment disorders
- Positive behaviour support
- Child sexual exploitation

- E-Safety
- Mental Capacity Act
- Deprivation of liberty safeguards
- Working with children who have been sexually abused
- SPELL Intervention – offered by NAS (National Autistic Society)
- PACE Model (dyadic attachment training)
- A small number of staff will also be trained in:
- First Aid at Work

Over and above the training already mentioned, all staff are actively encouraged to take some personal responsibility over on-going professional development.

*(For the full staff list, please refer to Annex A)*

## **22. Arrangements for Supervision, Training and Development of Employees**

The staff team are one of the major resources at Horton Education and Care. Our ability to meet the objectives set out in Section 1 is closely linked to the motivation, knowledge and skills of the staff team. Subsequently, we place a strong emphasis on supervision, training and development.

### **22A. Supervision**

Supervision is concentrated on making a regular evaluation of each staff member's work. It also provides an opportunity for deeper exploration of the individual's professional interactions. It will allow effective communication between RSWs and senior staff in order to share organisational goals. Effective supervision will clarify the professional development needs of the staff member and the means by which they will be achieved ensuring that services are been delivered competently and correctly.

Each member of staff has regular access to formal and informal supervisions every 6 weeks. Every staff member will also receive an annual appraisal.

Employees new to the role will be assigned a mentor who will assist the new entrant towards making a success in their new role. New staff members will go through the structured induction process with their assigned mentor.

Where it is considered that a staff member may be struggling in their role, senior staff at Horton Education and Care have a duty to this staff member to assist them towards improved professional practices. Should this need be identified, this staff member will be placed on fortnightly supervisions until they feel confident enough to return to the normal six-weekly supervision.

## 22B. Training

The organisation has a Training Matrix from which priorities for the following year are devised.

These are delivered through a number of routes such as:

- induction training
- On-site external training inputs
- Access to a range of external training

All staff undergoes mandatory training in the following areas:

- Safeguarding
- Food hygiene
- Health and safety
- Basic first aid
- Fire safety
- CALMS – Crisis and aggression limitation management (theory and physical intervention)
- Care and Control of Medication
- Prevent

On- going training is delivered through internal and external sources in the following areas:

- Bereavement and loss
- Dyslexia, Dyspraxia, ADHD and Autism
- Attachment disorders
- Positive behaviour support
- Child sexual exploitation
- E-Safety
- Mental Capacity Act
- Working with children who have been sexually abused
- SPELL Intervention – offered by NAS (National Autistic Society)

A small number of staff will also be trained in:

- Care and control of medicines

- 3 day First Aid at Work

Current priorities include:

- On-going compliance to Regulatory Standards, Quality Standards, Ofsted
- Maintaining statutory training provision
- Crisis & Aggression Limitation & Management (CALM) Training for Residential and Teaching Staff
- Level 3 Diploma – Children and Young People’s Workforce
- Level 2 Team Leading Course
- Dyadic Attachment Training/PACE Model

## **22C. Development**

Horton Education and Care is a learning organisation. As we expect young people to learn and thrive, it is equally as important that we expect staff to do so.

Upon commencement of employment, each staff member will be required to undertake a period of induction programme. This will be completed within the few weeks.

On-going professional development will be identified through supervisions and monitoring practice. Each staff member is encouraged to take ownership of their on-going professional development.

Where a staff member excels in his/her chosen area, they will be encouraged to progress further. We, as a service, offer advancement for those people who have the required skills and capabilities to develop to senior levels. These staff members will be encouraged to undertake management training in the forms of diplomas or other training courses.

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

## **23. Fire Precautions and Associated Emergency Procedures**

The equipment and procedures in place at Horton Education and Care have been certified by the Humberside Fire Service. They are regularly checked, serviced and maintained. Any faults are attended to as soon as possible. Horton Education and Care uses an annual fire awareness training model for all staff. All young people are guided through the fire procedures and all drills are recorded.

In the event of a total evacuation, the evacuation and assembly point is located at the front of the building.

The whole organisation has a ‘no smoking’ policy, which includes the use of E-cigarettes.

## **24. Anti-Discriminatory Policy**

Horton Education and Care aims to provide its residents with the opportunities for education, care, and emotional and spiritual development, taking into account the child's needs and social history.

Every young person, their families and friends are respected and treated as equals. We respect their ethnic origins, cultures, sexual orientation, religion and linguistic background without discrimination.

Horton Education and Care strives to cater for special diets whether these are medically advised or of cultural/religious importance or the result of a strong personal preference.

Horton Education and Care seeks to ensure that, as far as reasonably practical, staff and residents are informed of the Equal Opportunities and Anti-Discriminatory Policies and, as appropriate, informed of any associated procedures and action programmes.

The home and school will make reasonable efforts to meet the particular needs of any individual arising from their religious or cultural obligations.

In the case of complaints, the young person has access to a member of the senior management who will investigate the complaint and report back the outcomes. They also have the right to be heard by an independent person and address their complaint directly to Ofsted or Children's Commissioner.

Any attitude or actions which are racist, sexist or, in any way discriminatory, are unacceptable and will be questioned and constructively challenged.

Horton Education and Care is registered as a Children's Home through Ofsted. In order to maintain this registration, Horton Education and Care has to be inspected twice per year so that, as a regulatory organisation, Ofsted can be satisfied with the standard of care provided.

## Annex A - Staff Members at Bentley Grove

Staff Member	Position	Qualification	Interests/experience
CT	Deputy Manager	NVQ level 2 in Health and Social Care NVQ level 3 in Health and Social Care Diploma level 5 – Leadership for Health and Social Care (adult management) NVQ level 2 Administration Train the Trainer in Risk Assessment Outcome Based Learning Safeguarding , Food Hygiene, Health and Safety, Basic First Aid, Fire Safety, CALM Practical, CALM Theory, OPUS Care & Control of Medicines, Prevent	CT is the Deputy Manager for both sister home and Bentley Grove. CT has previous experience in caring environments with adults and progressed to care co-ordinator and Regional Manager. CT also developed a new business in domiciliary whilst in her role as Business Development Manager.
ST	RSW / Key Worker	L3 Diploma in Children and Young People’s Workforce, Safeguarding Children, Food Hygiene, Health and Safety, Basic First Aid, Fire Safety, CALM Practical, CALM Theory, Basic Medication, Escape (Intro), Basic Autism, Attachment and Loss, Incidents/Recording, SPELL Intervention (Autism), OPUS Care & Control of Medicines, E-Safety, ERSCB Child Sexual Exploitation, Bereavement and Loss, Restorative Practice, Reporting and Recording, Dyslexia, Dyspraxia, ADHD & Autism, Personal Care. Prevent, Understanding Attachment Disorder, Safeguarding of Vulnerable Adults, Brain Behaviour and the Attachment Focused Approach, Mental Capacity, Emergency First Aid at Work	<b>ST</b> is a key worker within the home and has a level 3 Diploma in Children’s Workforce. ST enjoys visiting new places and going on holiday to different countries. ST is being trained 1:1 by a therapist in dyadic attachment and will support her colleagues in using this approach with the young people.
RS	RSW	BSc (Hons) Psychology, Level 3 Diploma Children and Young People’s Workforce, Safeguarding Children, Food Hygiene, Health and Safety, Basic First Aid, Fire Safety, CALM Practical, CALM Theory, Basic Medication, Escape (Intro) , Full First Aid – 3 day course, COSHH, Risk Assessment, Whistle Blowing, Mental Capacity, OPUS Care & Control of Medicines, E-Safety, ERSCB Child Sexual Exploitation, Reporting and Recording, Positive Behaviour Support, Restorative Practice, ERSCB Working	<b>RS</b> is a residential support worker and has a degree in psychology, RB’s interests are around reading and sewing as well as getting outdoors, doing activities such as camping. RS has an interest in American football and uses her interests with the young people she supports.

		Together to Safeguard Children, ERSCB Working With Children Who Have Been Sexually Abused, Prevent, Brain Behaviour and Attachment Focused Approach, Understanding Attachment Disorder.	
MP	RSW Night Worker	Level 3 Diploma Children and Young People, Safeguarding Children, Food Hygiene, Health and Safety, Basic First Aid, Fire Safety, CALM Practical, CALM Theory, Basic Medication, Mental Capacity, Deprivation of Liberty Safeguards, OPUS Care & Control of Medicines, E-Safety, Restorative Practice, Prevent	<b>MP</b> is a Residential Support Night Worker and has completed a level 3 Diploma in Social Care; MP has been with the organisation for over 6 years and brings a wealth of experience to the home.
HW	RSW Waking Nightn	Safeguarding Children, Food Hygiene, Health and Safety, Basic First Aid, Fire Safety, CALM Practical, CALM Theory, Basic Medication, Attachment and Loss, Whistle Blowing, OPUS Care & Control of Medicines, E-Safety, ERSCB Child Sexual Exploitation , Safeguarding.	<b>HW</b> is a Residential Support Night Worker HW is working towards level 3 Diploma in Children and Young People's Workforce.
KH	RSW	L3 Diploma Children and Young People's Workforce (on-going), Counselling and Therapy Diplomas, Dyadic Attachment training PACE Model. Calm Practical, Calm Theory, ]Understanding Attachment Disorder, Safeguarding Vulnerable Adults, Brain Behaviour and the Attachment Focused Approach, Mental Capacity, Emergency First Aid at work, Food Hygiene and Safeguarding.	<b>KH</b> brings a lot of experience to the home in terms of supporting the young people's emotional needs. KH volunteers at Corner House and uses her experiences and knowledge to support the young people. K Holmes has qualifications in counselling, play therapy and is soon to complete her level 3 Diploma in Children's and Young Peoples Workforce.
RC	RSW	BA Honours in Sports Coaching and Performance, L2 in FA Football and L1 Tag Rugby and Lifeguard. Safeguarding Children, Food Hygiene, Health and Safety, Basic First Aid, Fire Safety, CALM Practical, CALM Theory, Basic Medication, OPUS Care & Control of Medicines, Prevent, Calm Training updated, Exploring the impact of Sexual Abuse,	<b>RC</b> has a strong background in education and has worked as a TA in a school. RC likes to do sporting activities with CYP and get them engaged in healthy lifestyles and options. RC is enrolled on level 3 Diploma in Children's and Young people's Workforce
JS	RSW	Level 3 Diploma for the Children and Young People's Workforce (QCF) Level 2 Supporting Teaching and Learning in Schools Safeguarding Children level 1 Female Genital Mutilation	<b>JS</b> Has experience in Volunteering in a school environment whilst completing her Level 2 and 3 in Teaching Assistant qualification. She also has experience working in a

			nursery setting 0-5 years where she was promoted from nursery nurse to supervisor whilst working in the nursery environment. JS is the newest staff member and will be enrolled in her Level 3 Diploma in Children's Learning and Development in Feb 18
RF	RSW	<p>Level 3 Diploma in Children and Young People's Workforce (QCF)</p> <p>Advanced level apprenticeship in children and young people's social care</p> <p>Level 2 Key Skills in Communication</p> <p>Level 2 Key Skills in Information and Communication Technology</p> <p>Level 2 Key Skills in Application of Number</p> <p>Basic Fire Awareness Course</p> <p>Child Sexual Exploitation and e-safety training</p> <p>Personal care</p>	<b>RF</b> Has experience of 4 years in residential care with both genders and challenging behaviours. RF is also a father to 5 children and has gained his Level 3 Diploma in Children's and Young Peoples Workforce.
SS	RSW	<p>Level 2 Diploma in Health and Social Care</p> <p>Safeguarding disabled children and young people</p> <p>Sex and relationship training</p> <p>CALM Training – theory and practical</p> <p>Food Hygiene</p> <p>Health and Safety</p> <p>Fire Training</p> <p>Mental Capacity</p> <p>OPUS Care and Control of Medicines</p> <p>Diversity and Equality, Food Hygiene, Health and Safety, First Aid, Fire Safety, Basic Medication, OPUS Care &amp; Control of Medicines, Prevent.</p>	SS has vast experience of working with adults and children with behavioural difficulties both in the community and domiciliary care. SS had spent 4years a live in carer before fostering for 8 years for young people 15-19 years with challenging behaviour. SS will be enrolled on her Level 3 Diploma in February 2018