

Statement of Purpose

Windows
for Children



Windows for Children Statement of Purpose

Contents

Quality and purpose of care	4
Range of needs accommodated	4
Ethos, intended outcomes and how these will be achieved	7
Accommodation, capacity, age range and sleeping arrangements	8
Location	10
Cultural, linguistic and religious support	11
Complaints	12
Access to child-protection and behaviour-management policies	13
Views, wishes and feelings	14
How children are consulted about their care	14
Anti-discriminatory practice	16
Children's rights	16
Education	17
Education arrangements	17
SEN support	18
How educational achievement is promoted	19
Enjoyment and achievement	20
Social, recreational, creative, cultural, intellectual and physical opportunities	20
Health	21
Day-to-day health, emotional wellbeing, healthcare and therapeutic support	22
Positive relationships	23
Relationships with staff and peers	23
Contact with family, friends and significant others	24
Behaviour support, discipline and physical intervention	25
Restorative Responses and Consequences	26
Protection of children	27
Safeguarding, risk management and multi-agency working	28
The Child's Voice and Participation	28
Staff Responsibilities	30
Specific Safeguarding Risks	31
Multi-Agency Safeguarding	31
Learning and Continuous Improvement	32
Leadership and management	33
Registered provider, Responsible Individual and Registered Manager contact details	33
Staffing structure, qualifications, supervision, training and role models	34

Windows for Children Statement of Purpose

Management and Staffing Support	35
Promoting appropriate staff role models	36
Care planning	37
Admissions, including emergency placements	37
Matching and initial assessments	
Care planning, permanence and transitions from the home	38

Windows for Children Statement of Purpose

Quality and purpose of care

The range of needs of the children for whom it is intended that Windows for Children provides care and accommodation

Windows for Children provides care for children aged 7 to 16 (at admission) who have emotional and behavioural difficulties. We offer a safe, nurturing and stable home for children who have experienced significant harm during their early lives.

We recognise that every child is an individual, with their own personality, experiences, needs and risks. Our care is tailored accordingly, helping each young person feel understood, valued and supported to thrive.

Windows for Children provides a secure base from which children can begin to address the impact of developmental trauma and their attachment needs. We deliver highly individualised care within a safe, secure, nurturing and homely therapeutic environment. Through meaningful, trusting relationships, we work intensively with each child to support progress across all areas of development.

Our desired outcomes are for children to experience greater safety, emotional regulation, stability and wellbeing; to develop trusting relationships; to make progress in education and daily living skills; and to achieve emotional, physical and legal permanence.

Our multidisciplinary team includes social workers, qualified teachers, an integrative psychotherapist, an NMT Phase 1-trained clinician, therapeutic residential carers and a Therapeutic Life Story Work practitioner. Together, they provide an integrated approach to meeting each child's individual needs.

Our therapeutic programme is underpinned by the Neurosequential Model of Therapeutics (NMT), a developmentally sensitive, neurobiology-informed approach to clinical problem-solving developed by Dr Bruce Perry. NMT integrates key principles of neurodevelopment and traumatology, helping us identify each child's individual strengths and vulnerabilities and plan support accordingly.

Windows for Children Statement of Purpose

The programme is delivered in three stages

1. Assessment and Stabilisation
2. Therapeutic Life Story Work
3. Preparation for Permanence

The first stage focuses on assessment and stabilisation. Our NMT-trained clinician gathers a comprehensive developmental history and assesses the child's current functioning. This information informs an NMT Metric Report, including a Functional Brain Map. The assessment identifies areas of functioning that may be underdeveloped or dysfunctional, helping to guide the selection and sequencing of developmentally appropriate, neurobiologically informed interventions.

When a child is better able to access higher-order emotional and cognitive functioning, they progress to the second stage: Therapeutic Life Story Work. Therapeutic Life Story Work is an important part of supporting children who have experienced trauma, loss, separation and placement instability. It provides a safe, structured and age-appropriate opportunity for children to explore and make sense of their early experiences, significant relationships and journey through care.

Delivered by a qualified practitioner, this work can help children develop a clearer understanding of their personal history, identity and strengths. It supports children to express and manage difficult feelings, develop emotional understanding and build a coherent narrative about their lives.

Therapeutic Life Story Work also supports preparation for permanence. By helping children understand their past and consider their hopes, relationships and future, it can promote emotional stability and strengthen their capacity to form trusting relationships and move forward with greater confidence.

The final stage of our programme focuses on preparing each child for permanence. We aim to ensure that every child has a secure, stable and loving home that supports them throughout childhood and beyond, while fostering a sense of security, continuity, commitment, identity and belonging.

Windows for Children Statement of Purpose

Every child needs legal, psychological and physical permanence. For some, this may involve preparation and support for reunification with family, kinship care, special guardianship or long-term fostering. Older children and young people also need permanence, although they may not wish to live in a family setting for a range of reasons. Some may choose to remain in residential care until they are ready for independence. In these circumstances, the programme focuses on helping the young person develop the skills, confidence and practical arrangements needed for independent living.

Windows for Children Statement of Purpose

Our Ethos – Windows for Children's Principles

Windows for Children believes that every child deserves a secure, stable and loving home that supports them throughout childhood and beyond. We aim to foster a sense of security, continuity, commitment, identity and belonging.

We are committed to;

- Using research-informed practice to provide high-quality, stable care.
- Maintaining high expectations and aspirations for every child.
- Recognising and building on the strengths of children and young people of all cultures, religions, gender identities, ages, sexual orientations, abilities and backgrounds.
- Providing high-quality, individualised care that meets each child's specific needs, including those with complex or challenging needs.
- Delivering a holistic, integrated approach involving social work, education, health and support professionals.
- Offering personalised care, support and positive experiences that enable children to progress, including those placed outside their home authority.
- Supporting children to make continual progress from their individual starting points across all aspects of development.
- Promoting progress in health, education, and emotional, social and psychological wellbeing.
- Placing children's voices, views, wishes and feelings at the centre of practice, ensuring their rights and entitlements are understood, respected and met.
- Enhancing children's life chances through positive day-to-day experiences, effective transition planning and preparation for the future.
- Ensuring children are helped, protected and safeguarded through effective, ongoing planning that identifies and minimises risks.
- Actively promoting tolerance, equality and diversity.
- Building stable, trusting relationships with adults that minimise disruption and protect children from abuse and neglect.
- Working in strong, positive and purposeful partnership with children, parents, professionals and other agencies to provide the best possible all-round support. We will challenge other services where their response is not effective.
- Developing a skilled workforce of managers and staff who are appropriately qualified, trained, registered with relevant regulatory bodies and supported through continuous professional development.
- Providing staff with effective supervision, appraisal, induction and training tailored to the needs of the children we care for.
- Monitoring and reviewing our performance, identifying areas for improvement and taking prompt, effective action when required.

Windows for Children Statement of Purpose

Accommodation offered by the home

The home is a substantial brick-built property, constructed in the late 1980s and specifically redesigned and refurbished to accommodate children with complex emotional and behavioural needs. Every effort has been made to create a warm, welcoming and homely environment.

Each child has their own bedroom, which is redecorated annually and tailored to their current interests and needs. Children are encouraged to share their views, wishes and feelings about their environment, and we make every reasonable effort to reflect these in their rooms. They may contribute to decisions about wall colours, furniture, decals, posters, curtains and other soft furnishings. There is also a sleeping space for a member of staff undertaking a sleep-in shift.

The upstairs area is monitored using a specially commissioned Sound and Movement Monitor (SAMM). This system uses passive infrared sensors to detect movement upstairs, with information relayed to a computer screen in the staff room and monitored throughout the night by waking-night staff. Sound activity and movement frequency, rather than recordings of conversations or actual sounds, can be reviewed where necessary. There are no video cameras or other intrusive equipment within the home that would compromise a child's privacy. Social workers are informed of the system before placement and sign an agreement for its use. Children are also made aware of SAMM and provide written consent. Its use is individually risk assessed to ensure that supervision remains proportionate to each child's needs and risks.

The connected living and dining rooms are at the heart of the home and are used for much of the group work undertaken with children. Children's artwork and photographs are displayed throughout, and they are encouraged to take ownership of these shared spaces. A wide range of games, books and age-appropriate DVDs is available. The custom-built dining table accommodates children and staff together, creating a central space for sharing meals, thoughts, feelings and ideas. There are four bathrooms within the home.

The home also includes a games room, playroom, sensory room and therapy room. The sensory room is foam-padded and equipped with colour-changing lights and a Bluetooth speaker. At the front of the house are two professional spaces: one for the Senior Leadership Team and meetings with other care professionals, and another staff room with networked computer access, training resources and high-speed

Windows for Children Statement of Purpose

internet to support our web-based recording, monitoring and reporting system, ClearCare.

The home is registered to care for up to eight children of all genders. However, occupancy is always determined by the needs of the children living at the home. Safeguarding underpins every decision we make, and we would not accommodate eight children where doing so would compromise the quality or safety of care. Identified areas of risk are assessed and managed through thoughtful design, education, supervision, ergonomics, and clear, consistent boundaries.

The home benefits from a large garden with a range of areas for children to explore, including a climbing frame and painted tarmac area.

Set approximately 150 feet back from the road, the home has a 16-space car park. This provides convenient on-site parking for visiting professionals, minimises impact on the local community and, most importantly, enables children to enter and leave vehicles safely.

CCTV is used externally at the front of the home to enhance site security and help safeguard children, visitors and the property. It supports the safe arrival and departure of children and helps to monitor access to the premises. CCTV is not used within children's bedrooms, bathrooms or other private areas. Its use is never a substitute for attentive, relationship-based care or appropriate staff supervision. The use of CCTV is proportionate, necessary and regularly reviewed to minimise any impact on children's privacy and dignity. Children, placing authorities and, where appropriate, parents or carers are informed about its use. Footage is accessed only by authorised staff, stored securely, retained only for as long as necessary and shared only where there is a lawful and safeguarding-related reason to do so, in line with data-protection requirements and the home's CCTV policy.

Windows for Children Statement of Purpose

Location of the home

The home is a modern eleven-bedroom house set well back from the road in a suburban area of Chatham. The road consists of residential properties and is nearly a mile long and has a substantial hill at one end. It is approximately 2½ miles from the town centre and the train station. It is within easy reach of many schools, playing fields, leisure centres, shops, and healthcare services.

The home is based in Medway, which is a unitary authority on the north coast of Kent. It benefits from an excellent rail service into London and easy access to two major motorways giving quick access to London and other placing authorities. The home is about 20 minutes from the Dartford Crossing, giving access to counties north of London.

Within a fifteen-minute walk of the home, there are three primary schools and two secondary schools giving children access to educational resources which will enable them to enjoy and achieve. Health and well-being are promoted through frequent visits to local sporting amenities such as swimming pools, parks, and leisure centres where children can choose between a wide range of activities.

North Kent and Medway offer a wide range of historical and cultural places of interest from medieval castles through to historic dockyards, as well as a range of theatres, cinemas, and other opportunities for children to further their out-of-school learning.

Windows for Children Statement of Purpose

Supporting the cultural, linguistic, and religious needs of children

We provide care that meets each child's individual needs and promotes their welfare. This takes account of their gender, religion or belief, ethnicity, culture, language, sexual orientation, mental health, disability, assessed needs, previous experiences and relevant plans.

Windows for Children is an inclusive organisation guided by shared values and common goals. We recognise the importance of culture, faith, belief and identity, and respect every child's right to learn about, practise and share their beliefs and experiences with others.

We promote tolerance, understanding and respect through meaningful day-to-day experiences. Our diverse staff team supports children to explore and celebrate different cultures, faiths and traditions through activities, festivals, food, community opportunities and visits to places of cultural or religious significance. We also support children to maintain and develop their own cultural, linguistic and religious identity.

Windows for Children Statement of Purpose

Complaints

Windows for Children strives to provide the highest possible standards of care. We welcome feedback and take all complaints seriously, using them as an opportunity to address concerns and improve our service.

Children are supported to raise concerns or make a complaint in a way that is appropriate to their age and understanding. They are informed of their right to access independent advocacy and may seek support from an advocate, trusted adult or other appropriate person.

A child, parent or carer, person acting on behalf of a child, neighbour, local resident, or representative of a local authority may make a complaint about any aspect of our service.

To request a copy of our complaints policy or a complaints form, please contact us by telephone on 01634 660500 or by email at matt@windowsforchildren.org.uk.

Windows for Children Statement of Purpose

Access to child-protection and behaviour-management policies

Safeguarding is at the heart of everything we do. Our safeguarding policies and procedures are aligned with relevant national legislation and guidance, as well as the procedures of the Medway Safeguarding Children Partnership (MSCP).

Windows for Children also uses the AIMS Project's policies and procedures for managing sexually harmful or problematic behaviour in residential settings. These guidelines are informed by research and practice and were developed in consultation with residential-care staff and local authorities across the United Kingdom.

Our child-protection and behaviour-management policies are available on request to any person, body or organisation involved in the care or protection of a child.

Our Designated Safeguarding Lead is

Paige Kent

paige@windowsforchildren.org.uk

Windows for Children Statement of Purpose

Views, wishes, and feelings

Policy and approach to consulting children about the quality of their care

At Windows for Children, we place the views, wishes, and feelings of children at the very heart of everything we do. We recognise that children are the experts in their own lives, and actively listening to them is essential in providing high-quality, child-centred care. This approach is fundamental to our ethos and underpins the trusting, respectful relationships we strive to build with every child. By valuing and responding to what children tell us, we help them develop confidence, self-esteem, resilience, and a strong sense of agency and identity.

We ensure that each child's voice is carefully considered in all decisions affecting their care. This includes considering their care and placement plans, assessed needs, safety, welfare, and the professional opinions of relevant agencies. While decisions are always made in the child's best interests, we are committed to ensuring that children understand how their views have influenced outcomes and, where appropriate, why certain decisions have been made.

Children are actively encouraged and supported to express their views about all aspects of their daily lives, including routines, personal care, activities, relationships, and their living environment. We create a culture where children feel safe and confident to speak openly, knowing they will be listened to without judgement. In addition to everyday conversations, we provide structured opportunities for participation, such as monthly children's meetings, consultation forms, and regular key-work sessions, which allow children to reflect on their experiences and contribute to planning their care.

We also promote meaningful participation in wider aspects of the service. Where appropriate, children are involved in recruitment processes, staff appraisals, service audits, and inspection activities, including monthly Regulation 44 visits. This involvement helps ensure that their lived experience directly informs service development and quality assurance.

Furthermore, we actively promote each child's right to access independent advocacy and an Independent Visitor. We ensure children are aware of these rights and are supported to access them whenever they choose. By embedding participation at

Windows for Children Statement of Purpose

every level of our practice, we ensure that children are not only heard but are genuinely influential in shaping their care and the service they receive.

Windows for Children Statement of Purpose

Policy and approach in relation to anti-discriminatory practice and children's rights

Windows for Children is a caring, inclusive children's home committed to providing a safe, nurturing and supportive environment where every child can thrive. We believe that every child is unique and should be valued, respected and supported to reach their full potential, regardless of their age, disability, gender identity, race, religion or belief, sex, sexual orientation, culture, language, background or any other personal characteristic.

We expect all staff to uphold high standards of practice and to receive ongoing training, guidance and support to promote equality, inclusion and children's rights in their daily work.

Staff are expected to:

- Work in an anti-discriminatory way, being aware of their own attitudes and actively challenging any discriminatory behaviour, language or practice from children or adults.
- Create a warm, welcoming and inclusive home environment where every child feels safe, valued and able to take part fully in daily life and activities.
- Support children to access and enjoy opportunities within the local community that help them learn about, understand and respect diversity.
- Provide personalised care that recognises each child as an individual, avoiding a "one size fits all" approach and supporting them to develop confidence in their own identity.

Our practice is guided by children's rights and the principle that a child's best interests must always come first in all decisions affecting them. This is in line with Article 3 of the United Nations Convention on the Rights of the Child and underpins everything we do.

We are committed to treating children with dignity, kindness and respect always.

We support children to understand their rights, to express their views, wishes and feelings, and to be actively involved in decisions about their lives. Children's voices are central to the care they receive and to the way the home is run.

Windows for Children Statement of Purpose

Education

The arrangements for education

Children living at the home are supported and expected to attend school or other suitable educational provision, to learn and to make good progress. The team are ambitious for every child and provide the encouragement, practical support and advocacy needed to help them engage in education and achieve their potential.

Children of compulsory school age should attend full-time education unless their Personal Education Plan (PEP) or other relevant plan states that this would not be in their best interests. The home will always work towards supporting full-time attendance wherever appropriate. Where a child is not participating in education because they have been excluded or are not on a school roll for another reason, we work closely with the placing authority to support their return to full-time education as soon as possible. In the meantime, we provide appropriate support and structured activities to help the child sustain or rebuild their confidence, remain engaged in learning and prepare for a successful return to education.

The Registered Manager ensures that each child has access to suitable equipment, facilities and resources to support their learning. The team will:

- Help children achieve the education and training targets set out in their relevant plans.
- Support learning and development, including independent study skills and, where appropriate, completion of independent work.
- Identify barriers to learning and take appropriate action to help children overcome them.
- Promote the importance and value of education, learning, training and employment.
- Encourage informal learning opportunities.
- Maintain regular contact with education and training providers, placing authorities and relevant professionals to support achievement.
- Raise the need for further assessment or specialist provision where needed.
- Support children who are excluded from school, or not attending education, to access suitable learning and training during this time and return to education as soon as possible.
- Support young people above compulsory school age to access further education, training or employment and prepare for their future.
- Help children attend education or training in line with their individual plans.

Windows for Children Statement of Purpose

Supporting children with special educational needs

We recognise that children with special educational needs and disabilities may require additional, tailored support to access education and fulfil their potential. We work closely with children, their families, schools, placing authorities and relevant health and education professionals to ensure their needs are understood and met.

Support is guided by each child's Education, Health and Care Plan (EHCP), Personal Education Plan (PEP) and any specialist assessments or recommendations. We advocate for appropriate provision, promote consistent attendance and engagement, and help children develop the confidence, skills and independence needed to make progress in learning and daily life.

Windows for Children Statement of Purpose

Promoting educational attainment

Windows for Children is committed to helping every child achieve the education and training targets set out in their relevant plans. We do this by:

- Supporting each child's learning and development, including the development of independent study skills and, where appropriate, support with completing independent work.
- Understanding the barriers to learning each child may face and taking appropriate action to help them overcome these barriers.
- Helping children understand the importance and value of education, learning, training and employment.
- Promoting opportunities for informal learning.
- Maintaining regular contact with each child's education or training provider, placing authority and other relevant professionals to maximise achievement.
- Raising the need for further assessment or specialist provision with the child's education or training provider and placing authority, where required.
- Supporting children who are excluded from school, or who are of compulsory school age but not attending, to access education and training throughout periods of exclusion or non-attendance and return to school as soon as possible.
- Supporting young people above compulsory school age to participate in further education, training or employment, and prepare for their future.
- Helping each child attend education or training in line with the expectations set out in their relevant plans.

Windows for Children Statement of Purpose

Enjoyment and achievement

Social, recreational, creative, cultural, intellectual and physical opportunities

Children living at the home, regardless of any disability, are supported to access a wide range of social, educational and recreational opportunities. These may take place within the home, in the local community or further afield, where appropriate.

Children are encouraged and supported to take part in after-school clubs, volunteering, community activities, school trips and holidays. They can also participate in faith-based activities where this reflects their wishes and beliefs.

We support each child to explore and pursue their interests and hobbies, helping them develop their creative, cultural, intellectual, physical and social skills.

Windows for Children Statement of Purpose

Health

The Registered Manager ensures that each child's day-to-day health and wellbeing needs are met. Children are supported to access appropriate health advice, services and interventions, and to develop healthy lifestyles.

We work to make the home an environment that promotes physical, emotional, mental and social wellbeing. Support is tailored to each child's individual needs and relevant plans. We help children to:

- Achieve the health and wellbeing outcomes set out in their relevant plans.
- Understand their health and wellbeing needs, and the options available to meet them, in a way that is appropriate to their age and level of understanding.
- Attend health appointments and take part in activities that promote their wellbeing.
- Develop the knowledge, confidence and practical skills needed to promote and maintain their own health and wellbeing.

We understand wellbeing as the overall quality of a child's life. It is multi-dimensional and includes physical, emotional and social wellbeing, both in the present and for the future. It includes a child's happiness, sense of life satisfaction and quality of life, alongside practical factors such as supportive relationships, education and training, healthy routines and physical health.

Windows for Children Statement of Purpose

Therapeutic Support

Windows for Children provides a therapeutic, trauma-informed approach designed to help children understand and address the impact of their adverse childhood experiences. Our support is relationship-based, individualised and delivered through meaningful daily interactions, structured therapeutic interventions and a safe, nurturing environment.

During stage 2 of our programme, children are offered Therapeutic Life Story Work. Therapeutic Life Story Work can help children in care make sense of their past, present and future, including significant relationships, reasons for entering care and experiences of placement change. NICE recommends dedicated, tailored life story work to support identity, emotional stability and placement stability.

Our integrative psychotherapist works collaboratively with the wider multidisciplinary team, including social workers, therapeutic residential carers, teachers and other professionals involved in the child's care. This integrated approach helps ensure that therapeutic goals are consistently reflected in the child's day-to-day experiences, care planning and wider therapeutic programme.

Trauma-informed yoga is also available, delivered by a qualified instructor. This can support emotional regulation, body awareness, sensory integration and the development of healthy coping strategies.

Windows for Children Statement of Purpose

Positive relationships

Children living at the home are supported to develop and benefit from relationships based on mutual respect and trust, a shared understanding of acceptable behaviour, and positive, respectful interactions with other children and adults.

We support children to understand how to form and maintain friendships. In line with their individual plans, age and understanding, children may spend time with friends in the local community or their home area and invite friends to visit the home.

Staff help children understand the qualities of healthy, nurturing relationships and the influence that friendships can have on their wellbeing. We encourage relationships that have a positive impact and take appropriate action where relationships may be harmful, exploitative or unsafe. Staff are trained to recognise and support children who may be at risk of, or involved in, damaging relationships, and to help prevent these wherever possible.

Windows for Children Statement of Purpose

Contact with Family, Friends and Significant Others

Windows for Children recognises the importance of children maintaining safe, meaningful and appropriate relationships with their family, friends and other people who are important to them. These relationships can promote identity, belonging, emotional wellbeing and continuity in a child's life.

We support children to maintain contact in line with their care plan, placement plan, any court order and agreed arrangements. Contact may include face-to-face visits, telephone calls, video calls, letters and other forms of communication, depending on the child's needs, wishes, safety and welfare.

Staff work closely with children, families, placing authorities and other relevant professionals to plan and facilitate contact. Where appropriate, we provide practical and emotional support before, during and after contact, helping children understand and manage their feelings.

Any restrictions on contact are based on the child's relevant plans, assessed risks and legal requirements. They are never used as a consequence for behaviour. We regularly review contact arrangements to ensure they remain safe, meaningful and in the child's best interests.

Windows for Children Statement of Purpose

Behaviour Support

Our approach to behaviour support is therapeutic, trauma-informed and relationship-based. We understand that a child's behaviour may communicate unmet needs, overwhelming feelings, past experiences or difficulties with emotional regulation. Staff respond with curiosity, empathy and consistency, while maintaining clear, fair and age-appropriate boundaries.

We use the PACE approach—Playfulness, Acceptance, Curiosity and Empathy—to help children feel safe, understood and connected. PACE supports staff to build trusting relationships, reduce shame and help children develop emotional awareness and healthier ways of managing distress. It does not mean accepting unsafe behaviour; rather, it means seeking to understand the feelings and needs that may lie beneath it.

Staff use positive behaviour support, co-regulation, restorative conversations and de-escalation to prevent incidents wherever possible. Children are supported to understand the impact of their behaviour, repair relationships where appropriate, and develop practical skills for managing feelings and resolving conflict safely.

Where physical intervention is necessary to prevent injury, serious damage to property or a significant risk of harm, it is used only as a last resort. Staff trained in NAPPI (Non-Abusive Psychological and Physical Intervention) use the least restrictive intervention necessary for the shortest possible time. All interventions are recorded, reviewed and shared with relevant professionals in line with the child's plan and the home's safeguarding procedures.

Windows for Children Statement of Purpose

Restorative Responses and Consequences

Any consequence used at the home is proportionate, individually considered, restorative in nature and consistent with the child's relevant plans. It is never used to humiliate, punish or cause distress. Children are given the opportunity to reflect on what has happened, understand its impact and repair relationships or put matters right where appropriate.

Appropriate restorative responses may include;

- Reparation, such as repairing damage or returning property where this is safe, reasonable and appropriate.
- Restitution, where a child is asked to contribute a reasonable sum towards loss or damage. Any arrangement is agreed in advance, recorded clearly, time-limited and, where necessary, discussed with the child's social worker.
- A proportionate and time-limited restriction of a discretionary privilege, such as use of personal entertainment equipment, where this is directly relevant and does not affect the child's rights, care plan, education, health or contact arrangements.
- An additional contribution to household tasks, where this is reasonable, age-appropriate, non-degrading and linked to repairing the impact of the behaviour.

All consequences are recorded, reviewed by the Registered Manager and discussed with the child in a way they can understand. The home does not use corporal punishment, restrictions on contact, withholding of food, medication or essential equipment, collective punishments, or any measure that intentionally deprives a child of sleep.

Windows for Children Statement of Purpose

Protection of children

Windows for Children is committed to safeguarding and promoting the welfare of every child in our care. Safeguarding is embedded in our day-to-day practice and is fundamental to our therapeutic, trauma-informed approach. We provide a secure environment, clear and consistent boundaries, and trusted relationships in which children feel safe, respected, listened to and confident to seek help.

Our safeguarding approach is closely linked to the Neurosequential Model of Therapeutics (NMT) and the PACE approach. NMT helps staff understand each child's developmental strengths, vulnerabilities and stress responses, enabling care and safeguarding plans to be tailored to their individual needs.

PACE—Playfulness, Acceptance, Curiosity and Empathy—helps staff build trusting relationships in which children feel safe to communicate their worries, needs and experiences. Staff approach behaviour with curiosity and empathy, seeking to understand what may lie beneath it, while maintaining clear boundaries and taking prompt action whenever safety is at risk.

Together, NMT and PACE strengthen our relationship-based safeguarding practice. They help staff recognise changes in a child's presentation, support emotional regulation, reduce the likelihood of escalation and respond proportionately to risk. This ensures that children are protected from harm while being supported to develop safety, trust, resilience and independence.

We recognise that children's behaviour may communicate distress, unmet needs or previous experiences of harm. Staff respond with professional curiosity, empathy and appropriate action, while maintaining clear boundaries and protecting all children and adults from harm.

Windows for Children Statement of Purpose

Individual Risk Management

Each child has an individual risk assessment and safeguarding plan, informed by their history, current circumstances, strengths, needs and vulnerabilities. Plans identify potential risks, protective factors, strategies to reduce harm, and clear guidance for staff on how to respond if concerns increase.

Risk assessments are living documents and are reviewed regularly, following significant events, changes in circumstances or emerging concerns. This ensures that safeguarding arrangements remain responsive to each child's developing needs.

Windows for Children Statement of Purpose

The Child's Voice and Participation

Children are supported to understand their rights, access independent advocacy and use the home's complaints procedure. Their views, wishes and feelings are sought through key-work sessions, house meetings, care planning and everyday conversations.

Children are encouraged to share any worries about their own safety, the safety of others or the conduct of adults. Staff listen carefully, take concerns seriously, explain what action will be taken and ensure that concerns are recorded, reported and acted upon appropriately.

Windows for Children Statement of Purpose

Staff Responsibilities

Safeguarding is the responsibility of every member of staff. Staff receive safeguarding training, regular supervision and opportunities to reflect on practice. They are expected to recognise concerns, respond appropriately, keep clear and accurate records, report concerns without delay and escalate matters where necessary.

Staff understand that the welfare of children takes priority over loyalty to colleagues or the organisation. Concerns about the conduct or practice of a staff member are managed promptly in line with safeguarding procedures and statutory guidance.

Windows for Children Statement of Purpose

Specific Safeguarding Risks

Staff are trained to identify, assess and respond to a range of safeguarding concerns, including child sexual and criminal exploitation, missing episodes and associated vulnerabilities, harmful sexual behaviour, online safety, grooming, bullying, peer abuse, self-harm, emotional distress, radicalisation, extremism, and unsafe or exploitative relationships.

Support is tailored to the individual child, with clear risk-management strategies and coordinated professional involvement where required.

Multi-Agency Safeguarding

Safeguarding cannot be undertaken by the home alone. We work closely with placing authorities, social workers, education providers, health professionals, families and other relevant agencies.

We share information appropriately and contribute actively to meetings, planning and reviews. Where incidents or patterns of concern arise, we work with partner agencies to understand the underlying risks, update plans and make recommendations about any specialist support a child may need.

Windows for Children Statement of Purpose

Learning and Continuous Improvement

We review safeguarding practice through incident reviews, audits, supervision, team discussions and feedback from children and professionals. We use this learning to identify patterns, strengthen staff practice, update risk assessments and improve the quality and safety of care.

By providing a secure base, meaningful relationships, trauma-informed care and effective risk management, we help children develop greater safety, stability, emotional regulation and self-care skills.

Windows for Children Statement of Purpose

Leadership and management

Registered Provider and Managers' contact details

Responsible Individual

Dr Jade Johns

Jade@windowsforchildren.org.uk

Registered Manager

Paige Kent

Paige@windowsforchildren.org.uk

Telephone: 01634 660500

Director

Matt Fenwick

Matt@windowsforchildren.org.uk

Windows for Children Statement of Purpose

Experience and Qualifications of Staff

All managers working in the home have achieved the Level 5 Diploma in Leadership and Management for Residential Childcare.

Role	Initials	Qualifications
Director	MF	BA Hons, QTS; BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England).
Responsible Individual	JJ	BA Hons, PhD; BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England); DDPL1; PgDip in Counselling & Psychotherapy. NMT Phase 1 Certified
Registered Manager	PK	BTEC Level 5 Diploma in Leadership and Management for Residential Childcare (England); Social Work BA (Hons); Level 3 NVQ in Children's Care, Learning and Development.
Deputy Manager	AH	Diploma Level 5 in Leadership for Health and Social Care and Children and Young People Services (Children's and Young People's Residential Management) (England).
Therapeutic Life Story Work Practitioner	HM	NVQ Level 3 in Health and Social Care (Children and Young People); BTEC Level 5 in Leadership and Management for Residential Childcare (England) (QCF); NAPPI Trainer Level 1 and 2; Diploma in Therapeutic Life Story Work.
Team Leader	MB	Diploma Level 5 in Leadership for Health and Social Care and Children and Young People Services (Children's and Young People's Residential Management) (England).
Shift Leader	GR	Diploma Level 5 in Leadership for Health and Social Care and Children and Young People Services (Children's and Young People's Residential Management) (England).
Shift Leader	AS	BTEC Level 3 Diploma for Residential Childcare (England). Working towards Diploma Level 5 in Leadership for Health and Social Care and Children and Young People Services (Children's and Young People's Residential Management) (England)
Shift Leader	SC	BTEC Level 3 Diploma for Residential Childcare (England). Working towards Diploma Level 5 in Leadership for Health and Social Care and Children and Young People Services (Children's and Young People's Residential Management) (England)

Windows for Children Statement of Purpose

Role	Initials	Qualifications
SWDA	CKN	BTEC Level 3 Diploma for Residential Childcare (England); working towards Social Work Degree Apprenticeship.
RCW	CL	Working towards BTEC Level 3 Diploma for Residential Childcare (England); QTS.
RCW	CS	BTEC Level 3 Diploma for Residential Childcare (England).
RCW	DA	BTEC Level 3 Diploma for Residential Childcare (England).
RCW	JK	Working towards BTEC Level 3 Diploma for Residential Childcare (England).
RCW	BC	Working towards BTEC Level 3 Diploma for Residential Childcare (England).
RCW	TF	Working towards BTEC Level 3 Diploma for Residential Childcare (England).
RCW	SN	Working towards BTEC Level 3 Diploma for Residential Childcare (England).
Housekeeper	TH	BTEC Level 3 Diploma for Residential Childcare (England).
Waking Night	EG	BTEC Level 3 Diploma for Residential Childcare (England).
Waking Night	LM	BTEC Level 3 Diploma for Residential Childcare (England).
Tutor	AHig	PGCE, QTS, BA Hons.
Cook	SS	Food Safety; Food Hygiene.

All staff in a care role, including external agency or bank staff, hold the Level 3 Diploma for Residential Childcare (or an equivalent qualification) or will achieve the qualification within the relevant timescale listed in regulation 28(3).

Management and staffing structure and support

Windows for Children has systems in place so that all staff, including the manager, receive supervision of their practice from an appropriately qualified and experienced professional, which allows them to reflect on their practice and the needs of the children in our care.

Residential Care Workers are supervised by a Designated Senior Manager.

Windows for Children Statement of Purpose

Promoting appropriate staff role models

The home is properly staffed and resourced to meet the needs of the children. We have a stable team that affords children the stability they need to develop positive, trusting relationships with familiar adults, and we promote appropriate role models of both sexes. Windows avoid using agency staff where possible and have a range of staff, such as bank staff, who can be used before agency.

The staff involved in the day-to-day care of the children are of a range of ages; include both genders, and vary according to social class, creed, and ethnicity. We recognise that we care for children from diverse backgrounds, and to develop a healthy sense of self, sense of belonging, and the ability to develop positive relationships with children and adults, diversity needs to be reflected within the staff group too.

Staff are suitably vetted and qualified and can deliver high-quality services to our children and their families. The staff meets each child's behavioural and emotional needs, as set out in the child's relevant plans. Staff have been trained and are skilled in undertaking therapeutic direct work and group games with the children. In cases where we worry about a child's/young person's behaviour, we add a positive behavioural support plan to their care plan too, which describes the behaviours likely to occur and what the triggers are likely to be. It also offers guidance as to the strategies (such as distraction, deflection, withdrawal of the adult, etc).

All the children residing within Windows for Children have a link-worker and have input into the allocation decision, and the relationship is regularly reviewed, as our therapeutic model recognizes that to develop healthier attachment patterns, developing a secure base is critical.

In cases where we are unable to provide cultural, ethnic, or gender-based role models, we have successfully used independent visitors to address the need.

Windows for Children Statement of Purpose

Care Planning, Admissions and Transitions

Admission of Children to the Home

When considering referrals from local authorities, the welfare, safety and wellbeing of children already living at Windows for Children remain paramount. We carefully review all available referral information to determine whether the home can meet the child's needs safely and effectively.

Where a referral progresses, we undertake a comprehensive initial assessment. This may include gathering further information from relevant professionals, reviewing the child's care and risk-management plans, and meeting the child where appropriate and agreed with the placing authority. The assessment process is managed sensitively and in a way that reflects the child's needs, circumstances and level of understanding.

We accept a child into our care only when we are satisfied that we can meet their assessed needs and provide safe, high-quality care without compromising the welfare of other children living at the home.

Windows for Children does not ordinarily offer emergency placements, as we believe that careful planning, assessment and preparation provide the best foundation for a stable placement. However, an emergency admission may be considered in exceptional circumstances where sufficient information is available, the initial risk assessment indicates that the placement can be managed safely, and the home has the staffing, skills and resources required to meet the child's immediate needs.

Where a placement is agreed, the child is invited to visit the home whenever possible and appropriate. Their views, wishes and feelings are central to the admissions process. Children receive a child-friendly welcome guide explaining what they can expect from the home, the adults who care for them, their rights, routines, boundaries and available support.

Windows for Children Statement of Purpose

Transitions from the Home

As part of our therapeutic approach, the third stage of our programme focuses on preparing children for emotional and placement permanence. We recognise that, without careful and structured preparation, a move can be destabilising and may result in emotional regression.

We therefore work closely and intensively with children and their support networks well in advance of any transition. This includes helping children understand and manage anxieties, sustain their developmental progress, and prepare both practically and emotionally for the next stage of their journey towards stability and permanence.

We understand that moving from one placement to another can be a significant and frightening experience. Each transition is therefore planned around the child's individual needs, wishes, circumstances and best interests. While transitions typically take place over six to eight weeks, the timescale is flexible and is always determined by what is most appropriate for the child.

The transition process is reviewed regularly with the child, their placing authority, prospective carers and other relevant professionals, ensuring that all aspects of the child's wellbeing are considered and supported throughout.



Dr Jade Johns

Responsible Individual



Paige Kent

Registered Manager