

Statement of Purpose

Windows
for Children



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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 cares for children aged between five years and ten years upon admission with significant emotional and behavioural difficulties. We provide a safe, nurturing and stable environment to children who have suffered significant harm in their formative years. We recognise the children we care for are individuals, who have their own personalities, experiences, needs and risks.

Windows for Children works with and cares for children who display insecure attachment behaviours, and typically have a Disorganized Attachment style. We commonly support and care for children who have experienced many changes in caregiver, and have become developmentally “frozen”¹ as a result of their traumatic and harmful early life experiences.

It is well known and founded that Disorganised Attachment behaviour in childhood is correlated with later behavioural and psychosocial difficulties including dissociative behaviour, controlling, externalising or aggressive behaviour, conduct and attention disorders and mental ill-health². Upon arrival at Windows for Children, children typically exhibit many of these behaviours and characteristics, have sensory processing difficulties, and have great difficulty regulating their own emotions and behaviours.

Ethos and outcomes and how we will achieve them.

In our experience, a child placed with us lacks the ability to reside within a “family” environment, maintain friendships, engage with the school curriculum, and reach their full developmental potential in all areas and has often been compromised by the trauma and adverse life events they have experienced. Windows for Children provides a ‘secure base’ for children in order to address the child’s attachment pattern and accompanying sensory modulation difficulties.

Windows for Children provides children with individualised care and rigorously strives to provide a safe, secure, nurturing, relaxed and homely restorative milieu; where every child’s care, well-being and sense of safety is of paramount importance.

¹ Fahlberg V “*The child who is stuck*”, in Adcock M, White R (eds), *In Touch with Parents: Training materials for working with natural parents*, London: BAAF, 1984.

² Wilkins, David (2015) *The use of theory and research knowledge in child protection social work practice: A study of disorganised attachment and child protection assessment*. (PhD) thesis, University of Kent.

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We work intensively with children to support and facilitate progress in all areas of their development, using meaningful relationships as the conduit to achieving these goals. Windows for Children's over-arching aim is to help the child achieve, sustain and manage emotional and placement permanency. Windows for Children do not offer short-term or bridging placements. Our therapeutic programme is based on a two year placement with a supported and planned transition.

Our therapeutic programme is an integrative approach to the treatment of children who have suffered significant harm and is comprised of three stages;

1. Addressing Sensory Delays
2. Specific Therapeutic Issues
3. Preparation for Permanence.

We recognize that negative experiences in-utero and in early childhood impact on a child's capacity to cope with stress throughout life. There is a tendency to either: flee and fight, freeze and dissociate, or fluctuate between these stress states when there is an unconscious trigger or a conscious reminder of traumatic events. Traumatized children tend to operate in persistent state of hyper-vigilance which impedes their capacity for filtering out "irrelevant" sensory experiences such as background sights and sounds. Upon admission, children are typically sensory defensive, as their sensory systems have become sensitised to the possibility of danger.

Although children have developed behavioural strategies early on, in order to survive their attachment environment, their coping mechanisms have often become maladaptive. Stage one of our therapeutic programme recognises the need to address sensory delays and support children in regulating their emotions and arousal states i.e. to shift from the Autonomic Nervous System's involuntary and instinctual bias of either flight, fight or freeze. Additionally, within stage one of our therapeutic programme, we focus on facilitating modulation of the body senses through the combination of up-regulating and down-regulating experiences, which in turn enables higher level sensory, emotional and cognitive functioning and co-regulation of a child's attachment style.

Stage two of our therapeutic programme addresses Specific Therapeutic Issues with a child once greater sensory integration has sufficiently progressed and enabled higher order cognitive and emotional functioning. Stage two of the programme is designed to help a child make sense of their early life experiences and therapeutic Life Story Work is undertaken with the child in addition to their 1:1 therapeutic sessions. The children continue to engage in group therapeutic sensory games to consolidate the sensory attachment integration programme undertaken within stage one of the programme too.

The final stage of our programme involves preparing a child for permanency; emotional and placement permanency. In over twenty years of experience delivering

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the programme, we have found that children often find transitioning into a “family” setting anxiety provoking and destabilising, particularly as the children who come to Windows have typically experienced a number of placement break-downs prior to residing with us. Without careful planning and preparation, a child can experience regression, making the final stage of the programme a critical part of the child’s therapeutic journey. We support the child in identifying the type of family they would like to transition into; it is crucial that the child’s feels their wishes and feelings are heard and central to their Care Planning. We work closely with Local Authorities to ensure that the placement match is appropriate to the child’s needs in order to reduce the likelihood of breakdown too. Additionally, we work with all relevant parties to devise an appropriate child-focused transition plan. During the final stages of the programme, we support children to manage their transition, and offer the carers indirect support after the child has their symbolic ‘Candle Ceremony’ on the final day of their transition schedule.

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Our Ethos – Windows for Children’s Principals

- Windows for Children believe that children should be involved in all aspects of their care, and have a central role in any decision-making and/or care planning.
- Windows for Children believe that all children have the right to grow up within family settings. We work with children to ensure they can manage and maintain a subsequent transition into a “family” setting .
- We believe residential care is often viewed as a “an anachronism, to be used only as a last resort”³ but believe our therapeutic setting can intervene and alter a child’s fragmented trajectory.
- We believe that children should be safe from harm, feel safe from harm, and be able to develop, thrive and meet their full potential.
- Windows for Children believes in the importance of relationship-based practice and providing children with a secure base to foster other positive relationships.
- Windows for Children acts in the best interests of each child, and promotes the child’s physical and mental health and well-being. Windows for Children value a child-led, play-based therapeutic approach as we recognise that children do not necessarily have the verbal language necessary to engage in traditional psychodynamic therapy. We recognise that behaviour is a form of communication, and can provide insight into a child’s thoughts, feelings and inner world.

Accommodation offered by the home.

The home is a substantial brick construction built in the late 1980s. It was specifically redesigned and refurbished for the purpose of accommodating young children with complex emotional and behavioural needs. Every effort has been made to engender and foster a familial feel to the home. Each child is accommodated in their own bedroom which is decorated each year and tailored to their current interests and

³ Narey, M. (2016) *Children's residential care in England: Sir Martin Narey's independent review of children's residential care in England, and the government's response*, Department for Education.

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needs. Children are given an array of platforms to express their views, wishes and feelings about their environment and within reason we strive to accommodate them. Children have input on the colour of their walls, the items of furniture, any decals or posters, curtains and various other soft furnishings. The smallest of the bedrooms is reserved for the sleeping-in member of staff.

The whole of the upstairs is monitored by a specifically commissioned Sound and Movement Monitor (SAMM). This system comprises of a series of passive infra-red sensors, which are placed in such a way that it allows the detection of individual children's movements upstairs. This information is relayed to a computer screen in the staff room which is constantly monitored throughout the night, by waking night staff. All sounds are also relayed to the computer and can be recorded when necessary. There are no video cameras or any such intrusive equipment that would invade a child's privacy. Social Workers are made aware of this system prior to placement, and sign an agreement for its use. The Children are also aware of SAMM and give their written consent.

The connected living and dining rooms are the heart of the home and much of the group work undertaken takes place here. Children's art work, Me-charts, likes and dislikes, food choices and school photos are all displayed on the walls and shelves. An extensive collection of games, books and appropriate DVDs are available here. The dining table was custom built to accommodate all the children and the staff simultaneously and forms a central space for sharing of food, thoughts, feelings and ideas.

In addition, the home has a large and well stocked sensory room available to staff, for the undertaking of direct work in the early stages of the programme, a parlour, which is transformed into a Christmas Grotto each year, a games storage room and four bathrooms.

At the front of the house there are two professional spaces, one acts as a therapeutic space and is also used for life story work and meetings with other care professionals. The other serves as a staff room with networked access to computers, training resources, and high speed internet connection for quick accesses to our web based recording, monitoring and reporting system (SUE).

The home is licenced to care for up to eight children of both sexes, although our capacity is dependent on the needs of the accommodated children. Where possible we do try to maintain a balance between male and female children and in the interests of effective safeguarding, and ensuring the home feels familial we rarely consider caring for more than eight children during any given time.

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Effective safeguarding underpins everything we do. Identified hotspots are risk assessed and mitigated through a combination of ergonomics, design, education, supervision and the setting and maintaining of consistent boundaries.

The home enjoys the benefit of a large garden with several adventure-style climbing frames, swings and slides as well as a child sized football pitch, patio area and quiet reflective pergola space. We are currently developing an allotment space for the children to grow their own vegetables and herbs as part of the integrated therapeutic curriculum.

Our on-site education facility is situated in the garden to create a sense of separation from the home space. The children educated on site dress in school uniform and 'walk' to school in the morning.

The home sits 150 feet back from the road and has a carpark with sixteen spaces ensuring that professionals visiting the home have the convenience of onsite parking and that the running of the home impacts on the local community as little as possible. Most importantly this also ensure that children can get into and out of vehicles in safety.



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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 rated Ofsted 'Good' or 'Outstanding' giving children access to educational resources which will enable them to enjoy and achieve. Health and well-being is 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.

Supporting the cultural, linguistic and religious needs of children.

We provide care which meets each child's needs and promotes their welfare, taking into account of the child's gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, any disability, their assessed needs, previous experiences and any relevant plans.

Windows for Children is an inclusive organisation and bound by shared values and common goals. We recognise the importance of faith, culture, creed and religion and respect and support every person's right to learn about, practice and share experience with others. We value tolerance and understanding and develop both through integration and experience. Our multicultural staff group are committed to delivering a multicultural experience to the children through a diverse range of festivals and food cultures as well as visits to sites of religious or cultural import. Recently we celebrated two events, the Jewish new year and South African Heritage Day.

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For the Jewish New Year our cook prepared traditional Jewish food and the children were told about various traditions and food that is prepared for this celebration. On the 24th of September 2017, we celebrated South African Heritage Day. The children experienced traditional South African food, had a presentation in making traditional “biltong” beef jerky, learned how to play African drums. The children had a “braai” barbeque and learned about the different cultures and traditions. ‘Ubuntu,’ in Zulu means ‘humanity,’ and is often also translated as ‘humanity towards others.’ The spirit of Ubuntu is achieved when people work together to achieve a goal, to help one another and to make things happen.

In addition, our in-house educational facility follows a curriculum with integrated religious and cultural activities designed to promote the traditions and values of an individual’s culture whilst increasing their understanding of the traditions and values of others.

Where the specific cultural needs of an individual cannot be met within our provision we work closely with outside agencies and local authorities to ensure the need is met.

One child said, ‘I went to a music festival called Party in the Park and I saw Louisa Johnson and Diversity, it was good fun.’

How to make a complaint.

Windows for Children strive to achieve the highest possible standards at all times but should a child, a parent of a child, a person acting on behalf of a child, a neighbour or person living in the vicinity of the home or a representative of a local authority wish to complain about any aspect of our service, they should do so by either phoning (01634 660500) or emailing (matt@windowsforchildren.org.uk) to request a complaints form.

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Child protection and behaviour management policies

Safeguarding is at the heart of everything we do. Our Safeguarding policies are congruent with national safeguarding legislation and national policy as well the local MSCB's protocols. Windows for Children additionally use the AIMS Projects⁴ (2005) policy and procedures for managing sexually problematic behaviours in residential settings for children under ten. The guidelines are based on research and practice and were developed in consultation with staff within the residential sector and Local Authorities across the United Kingdom.

Our Designated Safeguarding Lead is Dr Jade Johns (jade@windowsforchildren.org.uk) and the Deputy Safeguarding Lead is Annette Harris (annette@windowsforchildren.org.uk)

We recognise that in order to keep children safe at all times it is necessary to maintain a high level of knowledge of psychological and de-escalation strategies and techniques. We also recognise that in extreme cases it is necessary to intervene. Windows adheres to the Non-Abusive Psychological and Physical Intervention (NAPPI) methodology and all staff are trained to level two. Windows employs a full time NAPPI trainer to ensure that knowledge levels and standards are maintained at the highest level.

⁴ AIM Project (2005) Guidelines for Understanding and Managing Sexually Problematic/ Harmful Behaviours in Residential Settings, AIM Project, Building 3, Quay's Reach, South Langworthy Road, Salford, Manchester, M50 2PW.

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Views, wishes and feelings

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

Listening to children and integrating their wishes and feelings into all aspects of their care is central to the Windows ethos. It is a fundamental part of establishing the trusting relationships upon which all of our work with children is built, whilst also supporting the work we do to develop self-esteem. We balance children's views, wishes and feelings carefully, considering them alongside their care and management plans and what all stakeholders assess as being in the child's best interests.

Children are frequently asked for their views, wishes and feelings concerning their daily routines but more formal structures include monthly children's meetings and consultation documents. The children are involved in our recruitment procedures and staff appraisals. The children's right to advocacy and Independent Visitors is encouraged, promoted and supported. The children are involved in our audits and inspections, including our monthly Regulation 44 visits. Recently one child said, 'They give you lots of opportunities to be heard and you can always talk to the grown-ups.'

Policy and approach in relation to anti-discriminatory practice in respect of children and their families and children's rights.

Windows is an inclusive, value driven organisation committed to achieving the best possible outcomes for children irrespective of gender identity, age, race, religion/belief structure, sexuality, disability or indeed any other points of difference. To facilitate this culture, we ensure that all staff are knowledgeable, trained and have access to support. We have high expectations and staff know they must promote;

- Anti-discriminatory practice- staff are expected to be self-aware and be able to identify discriminatory attitudes, behaviour and language in children and other adults.
- A wholly inclusive environment for children where they feel valued and can participate fully in the activities of the home.
- Access to various local community resources so the children develop knowledge, understanding and tolerance of 'difference' within communities.
- Diversity to ensure Windows avoids a "one size fits all" blanket approach, but instead provides individualised care which allows children to develop their own identities.

Our approach to promoting children's rights is based on the central theme of Article 3 of the United Nations Convention on the Rights of the Child, *'In all actions*

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concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.'

Windows for Children's value structure is built upon this notion and it is the arbitrating concern in any question regarding decision making and planning on a strategic, daily, micro and macro level.

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Education

Supporting children with special educational needs.

Windows for Children recognise the fundamental role played by education in the development of children. We recognise the therapeutic value of the social interactions and relationships developed within a classroom setting. To facilitate the transition from crisis to successful integration into mainstream/specialist provision, Windows operate an on-site educational facility whose remit is to conduct a baseline assessment on entry, build topic driven, curriculum facing, personalised learning pathway, integrating elements of a child's therapeutic plan, rooted in experiential learning, to engender a love of learning and to spark the child's natural curiosity about the World.

The in-house teacher is responsible for working closely with Virtual Schools and social workers to ensure the provision is tailored to the child's curricular and care needs. Progress is measured against the curriculum but also in terms of readiness to reintegrate into mainstream/specialist provision. Children's "sensory diets" are woven into the structure of the school day.

Our curriculum is topic lead with dedicated focus on literacy and numeracy as well as time to address a broader range of cross-curricular skills. Time is ring-fenced on a daily basis for enrichment during which children are provided with the opportunity to apply their classroom gained knowledge to a real world or to a creative activity.

Once the child has completed the first stage of the programme and is sufficiently equipped with the skills to cope with the rigours of the mainstream educational experience we work closely with relevant agencies to design a reintegration scheme lead by the child's individual needs.

Children coping successfully in a mainstream provision are supported by being encouraged to participate in school teams, after school activities and clubs and supported homework sessions with a fully qualified teacher (QTS).

All children accommodated at the home are offered daily enrichment. A group therapeutic game takes place every weekday evening and off-site visits to age appropriate attractions and activities take place at weekends.

Windows for Children is committed to working closely with all agencies involved in the provision of education. We believe that transparency and information sharing is a crucial part of ensuring children are able to successfully engage with the emotional demands of mainstream education, curriculum and perform against its assessment foci.

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Education curriculum and the arrangements for education.

The home is not registered as a school but does provide home schooling for the children in the early stages of the program. Our on-site educational facility's primary function is to support the child's academic development, and pave the way for successful reintegration into mainstream education. Our model is built upon rigorous baseline assessment, topic lead learning and outcome focused schemes of learning.

Our assessment framework is based on the Sheffield STAT model and the skills descriptors are woven into the topics explored by the children. Academic progress is measured weekly through non-intrusive teacher lead, formative assessment techniques. Success is celebrated and areas for development identified and provision made for further development.

The school day is structured to allow frequent opportunities for changes of focus, changes of environment and active learning. We are able to adapt the school day according to the child's needs, but our goal is always to prepare children for the rigours of mainstream provision.

Lesson 1	09.00 – 10.00
Break 1	10.00 – 10.15
Lesson 2	10.15 – 11.15
Break 2	11.15 – 11.30
Lesson 3	11.30 – 12.30
Lunch	12.30 – 13.00
Games	13.00 – 13.30
Enrichment	13.30 – 15.00

Although not curricular in focus, the dedicated enrichment time is an opportunity for children to apply classroom learnt skills to a real-world project. Children will engage in PHSE activities, direct work, sensory games and other activities which draw from, or build upon their curricular or therapeutic programmes such as building of bird boxes or the visiting of a museum.

Although classified as home school rather than as a school, Windows recognises the fundamental role education plays in a child's development. We employ a fully qualified teacher to plan, deliver, assess and support the children whilst educated on site and we have an Education Co-Ordinator who has excellent relationships and links with local schools, various LEAs and many Virtual Schools. The teacher is supervised by another fully qualified teacher with over 10 years experience.

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Promoting educational attainment.

As mentioned, Windows employs a dedicated Education Coordinator. The Educational Co-ordinator's role includes liaising with educational providers and regulators to ensure the child's emotional and therapeutic needs are being met within their educational environment. The Educational Coordinator attends PEPs and is responsible for the research and application stages of a child's transition into mainstream/specialist provision.

Parents/Carers evenings are attended by either the Educational Coordinator or the child's link worker. Homework sessions are supported by our carers and are held nightly to support children in their learning. The children have the option to have homework support from a QTS qualified teacher if they wish/ require this enhanced level of support.

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Enjoyment and achievement

Creative, intellectual, physical and social interests and skills.

In addition to the therapeutic games, educational trips and activities, the group games in the garden and sports activities; the children have access to a range of community based clubs, sports and activities including, but not limited to; swimming, football, tennis, performing arts, after school club, street dance, Brownies, Cubs, Guides, Ballet, trampoline club and guitar/music lessons.

One of the children attends Street Dance club in the community, and stated 'When I go to Street Dance I have fun and play games. We dance together and it makes me feel happy.' Another child attends Guides and describes it as, 'At Guides we learn how to keep our promises and tell the truth always and we go out on missions and it's making friends and just having fun.'

For the past 23 years the children have been taken on an annual summer holiday to the New Forest. The holiday focuses on creating happy childhood memories and activities include trips to the beach, local theme/water parks, adventure activities including rock climbing, canoeing, building bivvys, orienteering and assault courses.

Windows also recognises the importance of promoting a child's awareness of their cultural and geographical locality and this is achieved through weekend visits to local sites of cultural, historic or intellectual value. These trips include visits to castles, heritage towns, farms, museums and attractions. These visits are often followed up with reflective work to crystallise the experience and promote ownership of the experience.

Engagement with local services and agencies is an important feature of our work with children and the home is frequently visited by representatives of the emergency services, health care professionals, outside educators and appropriate local government agencies.

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Health

Health Care and Therapy

Windows for Children recognises the importance of ensuring all children's health and well-being needs are monitored, assessed, kept under review and met. Children are helped to maintain a good standard of health and to manage lifelong conditions.

At least three staff on duty at any given time have a suitable first aid qualification. Our First Aid kits are available in the staff room and our vehicles. The contents of these kits are checked on a monthly basis by the designated medication officer and replenished as needed. All incidents requiring first aid are logged and we have separate accident logs for staff and children. A dedicated Safety Officer has been appointed and conducts monthly site inspections identifying potential hazards/threats as well as maintaining the first aid kits.

Every child is registered with a local G.P. in addition to a local Optician and Dental Surgery. All of the children have annual health assessments and copies of the health assessments/plan are easy for all relevant staff to access within the children's file. Actions from their health plans are integrated into our management plans, and pleasingly we have developed excellent relationships with the Specialist LAC Nurses and School Nursing team within our area. We can access additional support in a timely way e.g. guidance regarding enuresis to inform our management plans.

Windows ensure all meals at Windows are home-cooked, using fresh, wholesome ingredients. It is the Cook's responsibility to ensure that meals are nutritious, well balanced, interesting and varied. Artificial additives, preservatives and colourings are avoided wherever possible, and the cook caters for individual dietary needs, taking into account race, creed, culture and beliefs.

Children are given choices over their meals, and allowed to have two 'dislikes', that they will not be expected to eat. The meals at Windows are varied enough to ensure that, even accounting for dislikes, children are still able to eat a well-balanced diet. Children are given the opportunity to change their dislikes once a month, if they so wish. Children are encouraged to try all foods that are not on their dislikes list, and their growth and weight are checked and recorded every month..

The level of neglect some of the children we care for have experienced means they are not able to use knives and forks, and have tried a very limited range of foods, and drink. Staff always eat with the children as this helps build positive relationships and helps prepare children for permanence in a "family" setting.

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Children are encouraged to participate in daily physical activities which not only aids their physical development but also improves their social skills, negotiation abilities, problem solving, sensory integration, conscience development, impulse control, and self-esteem.

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Positive relationships

Promoting contact between children and their families and friends.

We are active in promoting positive and safe relationships. Where assessed as appropriate, Windows facilitates and supervises contacts for children and their families. We make every reasonable effort to support friends and family in their contact with their child and frequently collect and drop relatives to local train stations and hotels.

Children are encouraged to develop relationships outside of the home and these relationships are supported by creating a welcoming culture for guests when invited round for dinner and play sessions and, where appropriate and permitted, encouraging the children to visit their friend's homes. Every birthday is marked with a party and the child is encouraged to invite friends from outside of the home to attend. Staff are encouraged to bring their own children to the home to engender a familial atmosphere. Cultural events such as Christmas, Easter, Coffee Mornings etc. are celebrated by inviting members of the community to the home to further develop the child's sense of place and identity.

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Protection of children

Monitoring and surveillance

Windows approach to supervision and monitoring balances the children's right to privacy with ensuring that they, and others, are kept safe from harm. Our risk assessments are robust, kept under regular review, and are revised following any significant incident in a timely way. The children we work with are at an age where it is appropriate to provide high levels of supervision. Shift teams are built to ensure that the staff/children ratio is in line with the children's individualised risk assessments and takes account of the group dynamics.

The most effective method of safeguarding children is through supervision and this is our approach to keeping children safe throughout the night as well as through the day. Windows commissioned a purpose-built Sound and Movement Monitor (SaMM). The upstairs floor of the home is fitted with microphones, speakers and infrared sensors to detect sound and movement without infringing on privacy. The information is relayed to a screen, located in the staffroom, where a member of the night staff monitors. The system allows for normal night-time movement (visiting the toilet) to occur without intervention but any situations that could lead to harmful behaviours being managed before they become a risk. Local Authorities and children are made aware of SaMM upon arrival at Windows and are always asked for written for its use. One young person said about SaMM, 'It keeps me safe, because SaMM is there I know that somebody is looking after me.'

Outside of the home the children are supervised in accordance with their individual risk assessments and care plans.

Behavioural support

Windows is a values driven organisation. All of our work with children comes from our core belief that each individual must be treated with respect, dignity and consistency. Behaviour management at Windows is a careful balance between incentivising positive behaviours through participation in reward games and activities and de-escalation and discouraging harmful behaviours through sanctions based on missing out on fun activities. All behaviour management is built upon positive relationships between staff and children.

Positive behaviour is rewarded and negative behaviour is met with opportunities for reflection, restorative sessions and, ultimately, missed opportunities.

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We are committed to keeping children safe and understand that in order to do this it is sometimes necessary to implement physical restraints to prevent harm coming to the individual, the other children, members of staff and damage to property.

Windows adhere to the Non Abusive Psychological and Physical Intervention (NAPPI) strategies. All staff are NAPPI level two trained and we maintain one senior member of staff at NAPPI instructor level to ensure the highest possible standards of safety.

A physical intervention is only used as a last resort and for the shortest amount of time necessary. All of the children have personalised Lalemand Scales which outline all of the individual child's strategies and de-escalation techniques, so the need for NAPPI is minimised as far as achievable.

The aim of NAPPI is to focus on the Assessment, Prevention and Management of confused, unpredictable, and aggressive individuals. Our staff adhere to NAPPI's SMART Principles, which enable staff to remain calm, supportive and professional, while utilising highly effective yet non-abusive skills. New staff undergo NAPPI training as part of their induction and existing staff undergo 'top-up' training every year but have access to our on-site NAPPI trainer throughout the year to ensure the highest possible knowledge base is maintained.

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Leadership and management

Registered Provider and Managers contact details.

Registered Provider/Responsible Individual

Bob Fenwick
Hillview, 74 Dargets Road
Walderslade
Kent
ME5 8BL

Registered Manager

Dr Jade Johns
Hillview, 74 Dargets Road
Walderslade
Kent
ME5 8BL

Experience and qualifications of staff

Staff name/Start date	Position	Experience	Qualification
JJ 17.07.2017	Registered Manager/Director of Care/Designated Safeguarding Lead (40 hours)	13 years post-qualifying experience in C&F social work including as a Child Protection Chair & Independent Reviewing Officer.	BA(Hons), PhD in Social Work + Fully Windows trained
MF 01.11.2016	Operational Manager (40 hours)	10 years mainstream education provision and 1 year at Windows	BA(Hons) QTS Diploma L5 + fully Windows trained
AH 13.03.2006	Deputy DoC/Deputy Designated Safeguarding Lead (40 hrs)	11 years at Windows	Diploma L5 + fully Windows trained

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MB 28.12.2001	Shift Leader/Progress Co-Ordinator (40 hrs)	16 years at Windows	Diploma 5 + fully Windows trained
PS 28.12.2001	Shift Leader/Education Co-Ordinator (40 hrs)	16 years at Windows	Diploma 5 + fully Windows trained
HM 03.01.2005	Shift Leader/Therapeutic Co-Ordinator/NAPPI Trainer (40 hrs)	12 years at Windows	Diploma 5, NAPPI Instuctor + fully Windows trained
CS 11.12.2006	Shift Leader (40 hrs)	11 years at Windows	NVQ3 + fully Windows trained
JS 08.11.2011	Shift Leader (40hrs)	6 years at Windows	NVQ3 + fully Windows trained
PR 20.11.2006	Residential Care Worker (40 hrs)	11 years at Windows (broken service 1.3.10)	NVQ3, BTEC Nursery + fully Windows trained
NA 16.02.2009	Residential Care Worker (40 hrs)	8 years at Windows	NVQ3 + fully Windows trained
JP 07.04.2014	Residential Care Worker (40 hrs)	7 years at Windows (broken serivce)	NVQ3 + fully Windows trained
AL 14.04.2016	Residential Care Worker (40 hrs)	2 years at Windows	NVQ3 + fully Windows trained
KB 09.09.2013	Residential Care Worker (40 hrs)	5 years at Windows	Bsc Social Science + fully Windows trained
CK 31.10.2017	Residential Care Worker (40 hrs)	6 months at Windows	Studying Diploma L3 NVQ L3 (Childcare) L5 Childhood & Professional Studies
FP 03.01.2017	Shift Leader (40 hrs)	1 year at Windows	Studying Diploma L3 + fully Windows trained
HB 01.01.2018	Teacher	18 months mainstream education provision	BA(Hons), QTS
EG 06.06.2000	Waking Night Staff (31.5 hrs)	18 years at Windows	NVQ L3 + fully Windows trained

Windows for Children Statement of Purpose

LO 31.01.2003	Waking Night Staff (31.5 hrs)	15 years at Windows	NVQ L3 + fully Windows trained
TC 20.01.2017	Cook (40 hrs)	1 year at Windows	City & Guilds
JP 20.02.2017	Housekeeper (20 hrs)	1 year at Windows	
SS 27.10.2008	Bank Staff	10 years at Windows	NVQ3 + fully Windows trained
SR 01.06.2011	Bank Staff	7 years at Windows	MSc Applied Psychology
TH	Bank Staff	13 years at Windows	NVQ3 + fully Windows trained

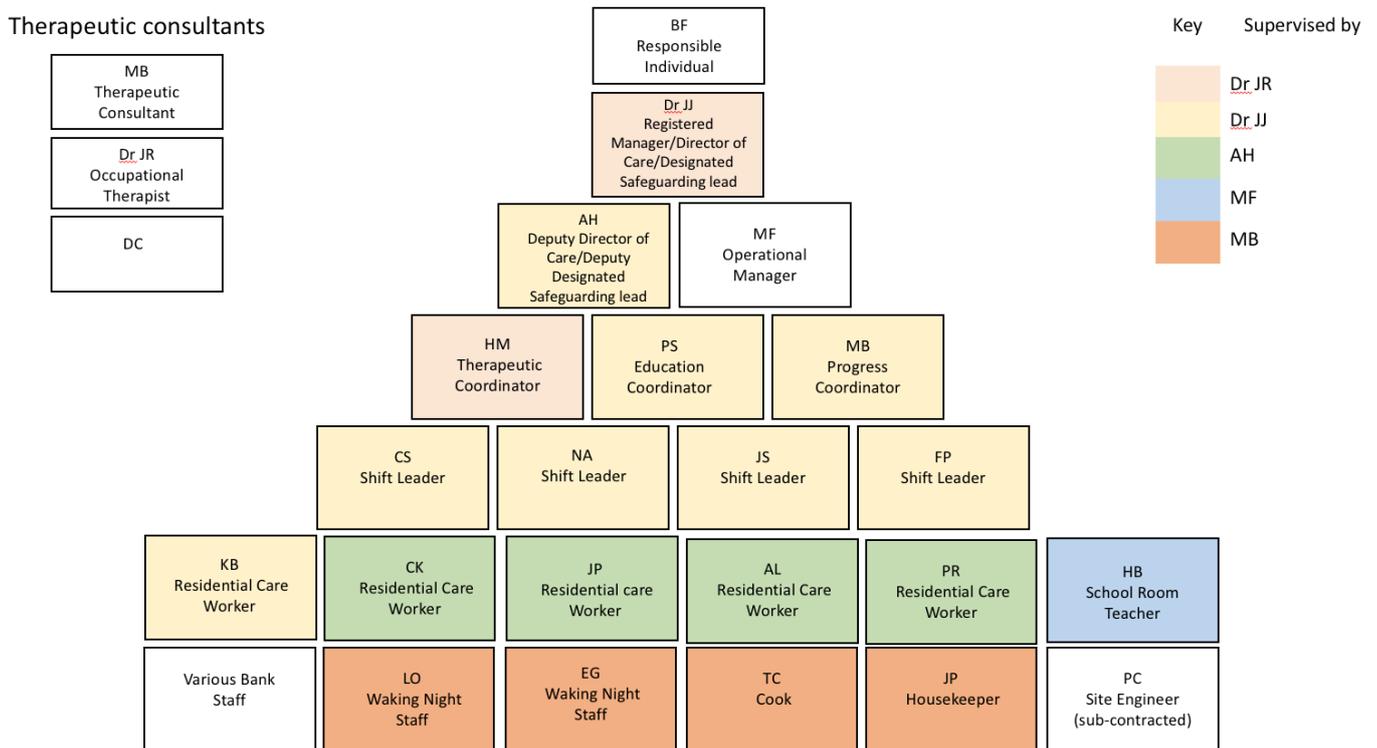
Care Staff have a total of 153 years or total care experience of which 140 years are at Windows for Children. The average experience of our care staff is 9.5 years of which 8.7 are at Windows.

The Bank Staff have a total of 30 years experience all of which is at Windows making an average length of Windows service 10 years.

The Education Staff have a total of 13 years experience within mainstream education provision with 2 years combined Windows experience.

Windows for Children Statement of Purpose

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 assigned to our care.

Residential Care Workers are supervised by either the Designated Safeguarding Lead or Deputy Safeguarding Lead.

Clinical Supervisors:

Dr Joanne Ross, Independent Occupational Therapy Consultant and Professional Adviser provides clinical supervision to Helen Minter, Therapeutic Co-Ordinator and Jade Johns, Director of Care. Joanne is registered with the British Association of Occupational Therapists and Health and Care Professions Council

Qualifications:

PhD in Allied Health Professions Studies University of Kent 2008

MSc in the Advanced Practice of Occupational Therapy

Windows for Children Statement of Purpose

Professional registration and indemnity details University of Exeter 1997

BSc(OT) Hons University of the Witwatersrand 1987

Joanne's Clinical Expertise:

- . Children (4+), young people and adults in various settings
- . Neuro-developmental conditions: ASD, ADHD, Dyspraxia, Dyslexia, atypical children with no formal diagnosis
- . Sensory Processing Disorders: Sensory modulation, sensory discrimination, over- and under- responsivity
- . Adopted and Looked After Children with complex trauma, attachment, sensory and emotional regulation difficulties
- . Mental health and emotional well-being: anxiety, low mood, emotional regulation, resilience, challenging behavior, self-confidence and self-esteem. All diagnosed mental health conditions.

Consultant Psychotherapist:

David Challender MA(Oxon) MSc CPSW CQSW

Psychotherapist (UKCP Reg.)

David is a registered Psychotherapist and Family Therapist with over 40 years' experience working in the field of Mental Health and Therapeutic Child Care. He has practised as a Social Worker in London Boroughs and within the National Health Service as a Child Therapist both in outpatient clinics and in inpatient Psychiatric units. For over 25 years, David was a Senior Consultant to therapeutic communities for children and young people.

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' policy is never to use agency staff or enlist students and we credit ourselves on our incredibly low staff turnover rate.

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 in order 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 are able to deliver high-quality services to children and their families. The staff meet 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. 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, and withdrawal of the adult etc.)

All of 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 recognises in order 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

Admission of children to the home, including emergency admission.

When considering referrals from local authorities, the care and well-being of the children already residing at Windows for Children is our priority. Firstly, we screen the referral information and generate an (IAR) Initial Risk Assessment, which takes into account the needs and risks of all our children as well as the needs/risks of the child being referred.

The next part of our admission's procedure involves visiting the child in their placement to undertake a robust Impact Assessment. Our Initial Risk Assessments and Impact Assessments guide our decisions on whether to progress a referral, and we will only accept another child into our care if the outcome concludes we are able to meet all of the children's needs without compromising on the safety and high-quality afforded to our existing children. The assessment visit is managed sensitively with the child unaware of the purpose of the visit (as agreed by the Local Authority). We believe it is important to ensure the child is protected from any sense of rejection should we decide not to accommodate the child, whilst also recognising the importance of thoroughly assessing whether we can meet the child's needs, without adversely impacting on the circumstances of the other children we care for.

We rarely accept a child's placement into the home without undertaking a full Impact Assessment. Windows for Children prefer not to accept "emergency placements" but the final decision regarding an emergency placement will depend on the available assessment information. We will consider an emergency placement depending on the outcome of the Initial Risk Assessment, and continue to strive to follow our preferred admission's route, which is underpinned by good-practice and child-focussed principles.

The wishes and feelings of all the children we care for is of paramount importance. After a positive Impact Assessment, the child referred is invited to visit Windows, and we only agree to the child's placement, if the child explicitly states they wish to live at Windows. Due to the warm, inviting, child-friendly environment, and the child's attachment style, we have never had a child say they do not want to move in.

Children are provided with a child-focussed and friendly welcome book, which sets out what they can expect from the "grown-ups" in terms of respect and the boundaries and behaviour management techniques used within the home.

Windows for Children Statement of Purpose

Transitions from the home

Windows for Children recognise that for a new placement to get off to a good start the child needs to feel safe when they are in sole company of the carers and that this may take a significant amount of time as the child needs to transfer the sense of safety they have built with us to their prospective carers.

As previously discussed, stage three of our programme involves preparing a child for emotional and placement permanency. Without careful planning and preparation, a child can experience regression which will inevitably weaken the foundations for the new placement. We work intensively with the child and their network to prevent maladaptive coping mechanisms and responses resurfacing during this critical period. The work begins well in advance of the Local Authority approaching foster-carers/progressing re-unification plans and therapeutic preparatory work continues throughout this stage.

Windows for Children work closely with Local Authorities when the decision is made to progress permanency planning. Windows for Children provide a comprehensive profile of the child, clearly outlining the child's wishes and feelings too. Windows for Children accommodate;

- Updating a child's LA profile
- Reading prospective carers' profiles and advising the Local Authority on the suitability if the match
- Attending transition planning meetings
- Contributing to Review Transition Planning Meetings
- Supporting birth parents during the transition
- Facilitating the initial contact between birth parents/carers and the prospective carers
- Supporting carers post-placement
- Visiting the child post-placement (if assessed/agreed by the child's corporate parent & Independent Reviewing Officer)
- Inform Medway Local authority when a child placed out of local authority area (POLA) leaves our care.

Windows for Children Statement of Purpose

Windows for Children host a symbolic 'Candle Ceremony' on the final day of a child's transition schedule to celebrate and acknowledge the child's journey. Children invite their friends/ family/ professionals to celebrate with them, before leaving with their carers to start the next stage of their journey.



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Bob Fenwick

Responsible Individual



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Jade Johns

Registered Manager



Windows for Children

Hillview

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