

**STATEMENT OF PURPOSE**

**Every Second Care Children’s Services**

Index of Contents

Updated May 2025

Approved by SLT

Version 2.0

1. [Quality and Purpose of Care](#1-quality-and-purpose-of-care)
2. [Children’s Views, Wishes, and Feelings](#2-childrens-views-wishes-and-feelings)
3. [Enjoyment and Achievement](#3-enjoyment-and-achievement)
4. [Education](#4-education)
5. [Health and Well-being](#5-health-and-well-being)
6. [Positive Relationships](#6-positive-relationships)
7. [Protection of Children, Young People and Adults](#7-protection-of-children-young-people-and-adults)
8. [Behaviour Support](#8-behaviour-support)
9. [Leadership and Management](#9-leadership-and-management)
10. [Staffing Structure and Development](#10-staffing-structure-and-development)
11. [Admissions and Care Planning](#11-admissions-and-care-planning)
12. [Equality, Diversity and Inclusion](#12-equality-diversity-and-inclusion)
13. [Facilities and Accommodation](#13-facilities-and-accommodation)
14. [Complaints and Feedback](#14-complaints-and-feedback)
15. [Review and Availability](#15-review-and-availability)
16. [Key Contacts](#16-key-contacts)

**1. Quality and Purpose of Care**

**Ethos, Philosophy, and Outcomes**

**Vision**: Improving lives, for a better tomorrow!

**Mission**: To provide empowering environments where children and young people thrive through empathy, respect, and accountability.

Every Second Care Children’s Services is rooted in the belief that every second matters in the lives of children, young people, and adults. We use our EVERY Model of Care—Empathy, Visionary Leadership, Empowering Environments, Respect, and You’re Accountable—as the foundation for all planning, interactions, and delivery of care.

Our goal is to create a home where healing and opportunity go hand in hand—providing emotional containment, structure, predictability, and meaningful engagement every day. The home operates a trauma-informed and neurodiversity-affirming framework, welcoming children and young people aged 8–18 with complex emotional, behavioural, social, and/or mental health needs, and supporting their transition into adulthood.

As a CQC-regulated provider, Every Second Care offers seamless and thoughtfully planned transitions into our adult services. Our approach reduces the anxiety and disruption often associated with moving into unfamiliar environments. We achieve this by maintaining continuity of relationships, environments, and therapeutic approaches wherever possible—enabling young people to step into adulthood with confidence, security, and a strong sense of identity. We see transitions not as a cliff edge, but as a gradual and empowering process where the individual remains at the centre of planning and progress. This continuity is a cornerstone of our commitment to long-term stability, wellbeing, and fulfilment.

**E.V.E.R.Y. in Action**

* **E – Empathy**
We meet children, young people, and adults with understanding and curiosity. Empathy builds emotional safety and connection, supporting healing and growth.
* **V – Visionary Leadership**
We listen to children, young people, and adults and act on what they tell us. By valuing their voices, we help them shape their care and futures with confidence.
* **E – Empowering Environments**
We create safe, inclusive spaces where children, young people, and adults feel protected and valued. These settings support regulation, encourage exploration, and promote self-belief.
* **R – Respect**
We role model respect, kindness, positive behaviours, and consistency—showing children, young people, and adults how to build relationships and navigate life with dignity.
* **Y – You’re Accountable**
We never give up on a child, young person, or adult. Every action counts. We all take responsibility and walk alongside them as they grow into independent, fulfilled individuals.

**Key principles include:**

* Building emotional safety through consistent, caring relationships and clear boundaries.
* Promoting resilience and empowerment by supporting individuals to make informed choices.
* Embedding PACE (Playfulness, Acceptance, Curiosity, Empathy) in everyday communication.
* Utilising CBT (Cognitive Behavioural Therapy) to help manage thoughts, feelings, and emotions.
* Creating therapeutic opportunities within daily routines.
* Recognising all behaviour as communication and responding with curiosity, not consequence.

**We support individuals experiencing:**

* Developmental trauma
* Loss, separation, or disrupted relationships
* Autism, ADHD, PDA profiles
* Learning disabilities
* Anxiety, depression, self-harm, and difficulties with emotional regulation
* Low self-worth and identity confusion
* School exclusion or disrupted education

Children, young people, and adults receive bespoke therapeutic and practical care plans with consistent review and meaningful involvement. Staff collaborate closely with education, health, and family support services to ensure that care is holistic and forward-thinking.

Our homes are places where individuals can reconnect with themselves, build trust in others, and take steps toward independence with belief and belonging.

**2. Children’s Views, Wishes, and Feelings**

Children, young people, and adults are co-creators in shaping both their individual care and the broader environment of their home. Their voices influence not only their own plans but also the wider culture and practice of our homes and organisation.

**Best practice includes:**

* **Initial Welcome Meetings**
Individuals are invited to help create home agreements, discuss routines, and begin to shape the expectations from the outset.
* **Weekly Community Circles**
Regular gatherings provide a space to discuss house life, resolve concerns, co-plan menus and activities, and celebrate individual and group achievements.
* **Digital Life Story Tools**
Creative, multimedia-based platforms enable individuals to document and share their personal journeys in a way that is meaningful to them.
* **Wellbeing Check-ins**
Dedicated time and space are offered for individuals to talk about their feelings, worries, successes, or anything on their mind. These can be verbal, written, or through visual tools.
* **Peer Feedback Opportunities**
Structured buddying and mentoring roles allow older individuals to support newer residents and provide feedback on their shared experiences.
* **Enjoyable, Meaningful Activities**
From bake-offs and pamper days to arcade visits and creative workshops—activities are tailored to each individual's preferences. Every moment is seen as a chance to connect, grow, and build positive relationships.

**Communication Aids and Strategies**

All keywork and daily practice are grounded in relational, individual-led engagement. Staff are trained to:

* Recognise and respond to non-verbal cues (e.g., body language, facial expressions, sensory behaviours).
* Use a range of communication aids including:
* Visual timetables
* Emotion wheels or mood boards
* Talking mats
* Makaton or other simplified sign systems
* Tablets or apps designed for AAC (Augmentative and Alternative Communication)

We promote an inclusive, strengths-based model of participation. Every individual is supported to express their identity, preferences, goals, and needs in a safe and affirming way—whether through speech, symbols, drawings, writing, or supported communication methods.

**3. Enjoyment and Achievement**

We believe that fun, leisure, and achievement are not rewards—but rights. They are essential to a child’s, young person’s, and adult’s confidence, identity, and wellbeing.

**Enrichment is facilitated through:**

* Activity planning tailored to sensory needs, neurodiversity, and trauma recovery.
* A blend of structured routines (like sports groups or art clubs) and spontaneous opportunities (nature walks, craft nights, film marathons).
* Access to inclusive community events, ensuring integration and representation.
* Skill-building opportunities, including gardening, animal care, baking, digital media.
* No Barriers Fund, ensuring no child, young person, or adult misses out due to finance or circumstance.

**Children, young people, and adults are supported to:**

* Develop hobbies and interests that give them joy and purpose.
* Build confidence through positive risk-taking with staff support.
* Be recognised through in-house awards, "surprise & delight" experiences, and key moments.

This aspect of care is central to our belief in full inclusion, nurturing resilience and raising aspirations.

**No Barriers Fund and Therapeutic Support**

The **No Barriers Fund** is designed to remove obstacles that may prevent children, young people, and adults from accessing meaningful experiences and opportunities.

**It allows us to offer tailored activities that promote:**

* Social inclusion
* Cultural awareness
* Self-esteem and confidence building
* Educational engagement
* Positive identity and peer relationships

**Examples include:**

* Attending college or education tasters
* Group outings and day trips
* Themed meal nights
* Pamper evenings
* Movie or games nights
* Creative workshops
* Sports, hobbies and life skills sessions
* Visits to local museums, theatres or cultural events

This fund reflects our values of accountability, respect and empowerment.

**Therapeutic Support (Optional)**

We also offer an optional weekly therapeutic support package, which enables access to therapy sessions with qualified professionals. These sessions may include:

* Trauma-informed therapy
* Emotional regulation support
* Communication and relationship-based work
* Mental health interventions

All therapy is shaped around the individual’s preferences and care plan goals.

**4. Education**

Every child, young person, and adult is entitled to high-quality education or learning.

**We provide:**

* Educational re-engagement strategies based on CBT and attachment models
* Daily support with homework, executive functioning, revision and routines
* Liaison with Virtual Schools, SEN departments, and EHCP leads
* Close partnership with local schools, colleges and training providers
* Life skills, digital literacy, and pre-employment preparation

We support learning whether in school, alternative provision or through independent pathways. Education is embedded in everyday moments and linked directly to real-world aspirations.

**5. Health and Well-being**

Health in our homes means physical safety, emotional security, mental stability, and relational connection.

We provide a fully integrated well-being system that includes:

* GP, dental and optical registration for all children, young people, and adults.
* Personal Health Plans co-produced with the individual.
* Weekly therapeutic keywork and optional sessions with clinical support.
* Referrals and access to CAMHS, occupational therapists, and speech/language therapists.
* Consent-driven sexual health, gender identity, substance misuse and self-care education.

We adopt a holistic model of health, supporting:

* Sleep hygiene and nutrition education
* Active lifestyles through games, sport and play
* Relaxation tools such as mindfulness, sensory play, yoga, and creative outlets

Individuals have access to emotional support 24/7. Staff use debriefs and emotional check-ins to understand triggers, reduce isolation and prevent escalation. When needed, we work with external agencies to provide step-up/step-down transitional services.

We also implement a **Positive Behaviour Support (PBS)** approach across the home, which recognises that all behaviour is a form of communication. Staff are trained to identify the underlying causes of behaviour and to respond in a proactive, compassionate and individualised way.

PBS planning includes:

* Understanding each individual’s unique needs, triggers and communication style
* Developing co-produced strategies that help them feel safe and in control
* Promoting positive routines, choice and autonomy
* Reviewing behaviour plans regularly with the individual and key professionals

This approach helps us reduce restrictive practices, prevent crisis, and support children, young people, and adults in building emotional resilience and relational trust.

**6. Positive Relationships**

Strong, stable relationships are central to how we work. In our homes, building trust and connection comes before enforcing rules. Staff take the time to get to know each individual, learning what helps them feel safe and what triggers anxiety or frustration.

We understand that many individuals have had adults let them down before, so we focus on being reliable, calm, and honest in how we communicate.

Daily routines are predictable, but not rigid — giving individuals a sense of structure without taking away their voice or freedom. Staff don’t rush progress or expect instant change; instead, they offer steady support, encouragement, and space when needed.

We use clear boundaries, plain language, and a calm approach to help people feel secure.

We build trust through:

* PACE-led communication and behaviour support
* CBT-informed strategies
* Staff training in attachment theory, rupture and repair, and neurodiversity
* Worker consistency and joint goal-setting
* A culture of praise, curiosity, reflection and unconditional regard

**Individuals are supported to:**

* Build safe peer relationships through restorative group work
* Maintain family connections as per care plans (with logistical and emotional support)
* Access family mediation or contact supervision when needed

We equip staff with practical skills to support positive relationships and consistent care, so individuals can feel safe and begin to rely on the adults around them. It’s not about changing who they are — it’s about staying alongside them, showing up every day, and creating a home where trust can grow.

**Care Planning and Oversight – Roles and Responsibilities**

At Every Second Care, we provide a fully integrated model of care planning that meets both Ofsted and CQC regulatory requirements. Our approach is tailored to each child’s assessed needs and incorporates emotional wellbeing, behavioural support, learning disabilities, and clinical health care where required.

The Registered Manager leads the care planning process, ensuring that all plans are informed by local authority assessments, Education, Health and Care (EHC) plans, and any identified health needs. They oversee regular reviews and ensure updates are made in response to changes in need or circumstance.

Support Workers are central to child-focused planning, working directly with children to explore their goals, preferences, and progress. They ensure the child’s voice is reflected throughout the care plan.

Support Workers implement daily routines, safeguarding strategies, and behavioural support as outlined in each care plan. Where personal or health care is required, tasks are only delivered by those trained and assessed as competent.

Our Responsible Individual provides overarching oversight and quality assurance, ensuring that all care planning is robust, compliant with both Ofsted and CQC standards, and continually improved through audit and review.

Where applicable, a Clinical Lead or Nurse supports the delivery of health care tasks, provides clinical training, and ensures all delegated duties meet CQC safety standards.

Through this collaborative and multidisciplinary approach, we ensure every child receives consistent, safe, and person-centred care.

**7. Protection of Children, Young People and Adults**

**Safeguarding Commitment**
Safeguarding is a whole-team responsibility. At Every Second Care, protection is understood as proactive, not reactive. We ensure safety through robust systems, daily practices, and a trauma-informed culture that prioritises the voice and welfare of each individual.

**Best Practice Safeguarding Includes:**

* Rigorous safer recruitment procedures and comprehensive induction processes
* Live safeguarding training delivered at least every 12 months for all staff, with additional modules available on request
* Full alignment with local multi-agency safeguarding arrangements and procedures
* Contextual safeguarding approaches, including community mapping, peer group analysis, and environmental risk management
* Individual risk assessments that are dynamic, trauma-informed and updated monthly or after any significant event
* A clear, accessible and individual-led complaints process, with multiple routes for disclosure including trusted adults, anonymous feedback, and advocacy support
* A culture of daily safety conversations, proactive key work, and open disclosure, modelled by all members of the team

**Training and Development**
Staff receive regular input on:

* Exploitation (including CCE and CSE)
* Online and digital safety
* Prevent and radicalisation
* County lines and criminality
* Gender identity and LGBTQIA+ awareness
* Professional curiosity and disguised compliance
* Attachment, developmental trauma and communication differences (including non-verbal communication)

All training is trauma-informed and regularly reviewed for relevance and effectiveness.

**Complaints and Whistleblowing**
Our complaints process is individual-centred and actively promoted in ways they understand. Staff are trained to recognise non-verbal expressions of dissatisfaction and ensure all concerns are taken seriously. Individuals are supported by key adults or independent advocates where needed. There is also a clear and well-publicised whistleblowing policy for staff and professionals.

**Physical Intervention (PMVA)**
Physical intervention is only used as an absolute last resort to prevent serious harm and never for compliance. Our staff are trained in Positive Behaviour Support (PBS) and Proactive Management of Violence and Aggression (PMVA), with an emphasis on de-escalation, non-restrictive alternatives, and consent-based approaches. Every incident is reviewed through a reflective lens and shared with the individual, where appropriate, to support understanding and repair.

**Oversight and Accountability**
Our Designated Safeguarding Leads (DSLs) are experienced, well-qualified, and available 24/7. Safeguarding practice is monitored through:

* Monthly internal audits
* Regular reflective supervision
* External safeguarding and compliance reviews
* Ongoing engagement with Local Authority Designated Officers (LADOs) and partner agencies

We promote a safeguarding culture where every staff member is confident in their responsibility to act, reflect, and speak up—because safety is everyone's priority, every second of every day.

**8. Behaviour Support**

**Relational Behaviour Support Framework**
At Every Second Care, we understand that all behaviour is a form of communication. Our approach is not limited to one model, but draws from a combination of Positive Behaviour Support (PBS), strengths-based practice, trauma-informed care, neurodiversity-affirming principles, and restorative and solution-focused approaches.

**Core Practice Elements:**

* **Collaborative Behaviour Planning**
Behaviour plans are co-developed with the individual, their keyworker, family (where appropriate), and other professionals. Plans reflect individual strengths, preferences, cultural identity, and sensory needs.
* **Functional Behaviour Assessments (FBA)**
Regular assessments identify underlying reasons for behaviours, guiding tailored, preventative strategies.
* **Strengths-Based and Solution-Focused Practice**
We focus on what the individual does well. Conversations are solution-focused, empowering them to identify goals and take ownership.
* **Proactive Regulation Strategies**
Tools include sensory resources, grounding exercises, safe spaces, visual schedules, and choice boards.
* **Emotional Coaching and Validation**
We use 'time-in' instead of exclusion. Emotional coaching helps individuals name and navigate their feelings.
* **Restorative Approaches**
Conflict is resolved through respectful, supported conversations, promoting accountability and repair.
* **Minimisation of Restrictive Practice**
Restraint is used only as a last resort and never for control or compliance. De-escalation, co-regulation and relational safety are our priority.

**Staff Development and Reflection**
All staff are trained in:

* Positive Behaviour Support (PBS)
* Non-Violent Crisis Intervention
* Therapeutic Crisis Management (TCM)
* Trauma-informed relational practice
* Restorative practice and solution-focused conversations
* Working with neurodivergent individuals

Post-incident reflection includes the individual and informs future planning.

We teach self-regulation, emotional understanding, and safe expression—not through control, but through relationships rooted in empathy, respect, and empowerment.

**9. Leadership and Management**

Our homes are led by strong, ethical leaders who embody the EVERY values and set the tone for compassionate, accountable, and forward-thinking care.

**Leadership best practices include:**

* Vision-led management where the individual’s voice shapes strategic direction and informs meaningful outcomes
* Quarterly Innovation Panels with staff, children, young people, adults, families, and external stakeholders to explore new approaches and strengthen co-production
* Graduation-based staff induction requiring demonstration of core values in practice before progression to full role responsibilities
* Robust systems for performance development, structured supervision, and embedded reflective practice across all levels
* Monthly review of Service Improvement Plans, guided by Regulation 45 reports, internal audits, and direct feedback from children, young people, and adults
* Monthly governance meetings offering high-level oversight, scrutiny, and alignment with our strategic aims and quality standards
* Active monitoring of ECM (OneTouch) data to identify patterns, inform responsive planning, and drive service-wide improvements based on lessons learned
* Routine triangulation of quality assurance findings with daily lived experiences to ensure a holistic view of service performance
* Facilitation of multi-agency meetings and performance groups to strengthen joint working, information sharing, and collective accountability
* Leadership and coordination of internal and external training events, building staff confidence and competence while promoting system-wide learning
* Encouragement and support for staff to deliver training to other professionals, reinforcing our commitment to sector improvement and shared expertise
* Ongoing engagement in cross-service workshops, peer reviews, and professional networks to remain aligned with evolving best practice

**Our leaders:**

* Challenge decisions that are not in an individual’s best interest, even when this requires courageous or dissenting leadership
* Model high standards of professionalism, transparency, and person-centred practice
* Champion inclusive, relational care and promote emotionally intelligent leadership throughout the home
* Build and sustain purposeful relationships with external professionals to maximise collaborative planning and joint decision-making
* Ensure that staffing arrangements not only meet regulatory expectations but also support psychological safety and resilience within teams
* Create environments where continuous improvement is driven by curiosity, not compliance

They are visible, approachable, and consistent role models—cultivating a culture of shared purpose, trust, and high expectation. Their presence and values underpin a home environment where every individual feels safe, heard, and able to thrive.

**10. Staffing Structure and Development**

We maintain a high staff-to-individual ratio to ensure relational continuity and responsive support.

**A typical team includes:**

* Registered Manager
* Deputy Manager
* Team Leaders
* Residential Care Workers
* Night and Waking Night Staff
* Therapeutic or SEN Coordinators

**We invest in staff through a comprehensive mandatory training programme covering:**

* Safeguarding and child protection
* First aid (including paediatric first aid)
* Health and safety
* Fire safety and evacuation
* Food hygiene
* Medication administration
* Infection prevention and control
* Manual handling and safe restraint/de-escalation techniques (e.g., PACE or equivalent)
* Equality, diversity and inclusion
* GDPR and information sharing
* Prevent Duty and radicalisation awareness
* County lines and child sexual/criminal exploitation (CSE/CCE)

**Neurodiversity and autism-specific training includes:**

* Autism awareness and acceptance
* Pathological Demand Avoidance (PDA) understanding and support approaches
* Sensory processing difficulties and adaptive support
* Supporting communication and emotional regulation in neurodivergent individuals
* Inclusive practice and communication for people with SEND

**Advanced learning modules in:**

* Attachment and developmental trauma
* Cognitive Behavioural Therapy (CBT) principles
* Contextual safeguarding and professional curiosity
* Adverse Childhood Experiences (ACEs) and building protective factors

**Specialist workshops focused on:**

* Trauma recovery and relational repair
* Demand-avoidant profiles and responsive planning
* Collaborative, low-arousal, and non-confrontational care techniques

**Supervision is provided every 4–6 weeks, alongside:**

* Reflective group sessions
* Case-based discussions
* Resilience circles promoting team cohesion and emotional wellbeing

Our 'Future Leaders' and 'Mirror Me' programmes offer structured career development and succession planning. Staff are valued, encouraged, and expected to consistently demonstrate excellence in practice, ethical decision-making, and relational care.

**11. Admissions and Care Planning**

Admissions are thoughtfully managed to support emotional safety and successful transitions.

Rooted in our EVERY values — Empathy, Visionary Leadership, Empowering Environments, Respect, and You’re Accountable — our admissions process prioritises the emotional wellbeing, dignity, and voice of each child, young person, or adult.

**Key principles include:**

* Impact and Environment Risk Assessments to ensure each placement is safe and suitable (*Empathy, Environments, Visionary Leadership*)
* Planned introductory visits and visual/social stories to support person-led transitions (*Empathy, Empowering Environments*)
* Use of *"Well Waiting"* to build meaningful relationships with individuals awaiting placement (*Respect, Empathy*)
* Emergency admissions only when risk and matching have been thoroughly assessed (*You’re Accountable, Visionary Leadership*)

We strive to plan all transitions, recognising that in emergencies this may not always be possible. Even in urgent situations, our decisions remain person-focused and aligned with our core values.

To promote continuity, we use consistent homes and staffing to reduce disruption and build trust (*Empowering Environments, Respect*). Where needed, transition and care plans are reviewed more frequently — on a weekly or fortnightly basis — to respond to emerging needs (*You’re Accountable*).

Our ECM supports the admissions process by rating risks and prioritising individual needs, ensuring proactive planning and appropriate support (*Visionary Leadership*).

Every child, young person, or adult receives an Individualised Care Plan, developed collaboratively and reviewed in line with statutory requirements. These plans are living documents, shaped by the individual’s voice, progress, and evolving needs (*Visionary Leadership, Empowering Environments*).

We embed EHCPs, health assessments, and placement objectives into a single, coordinated pathway. This is overseen by the keyworker and reviewed regularly with the professional network to ensure consistent, joined-up support (*You’re Accountable, Respect*).

**12. Equality, Diversity and Inclusion**

Every Second Care is a proudly inclusive organisation that celebrates difference and champions the unique identity of every individual in our care.

Inclusion is not a bolt-on; it is embedded in everything we do. Guided by our EVERY values — Empathy, Visionary Leadership, Empowering Environments, Respect, and You’re Accountable — we create spaces where children, young people, and adults feel seen, safe, and valued, regardless of background, identity, or ability.

**Our inclusive practice includes:**

* **Cultural celebration days**
Co-designed by individuals to reflect their heritage, beliefs, and interests, encouraging pride in identity and shared understanding among peers.
* **Personalised accommodations**
For diet, dress, language, and ritual, ensuring that all cultural and religious needs are respected in daily life.
* **LGBTQIA+ affirming care**
Providing specific support for those exploring or expressing gender identity, including access to resources and trusted adults.
* **Neurodivergence-affirming frameworks**
Embedded across care, education, and health planning — particularly for autistic individuals, those with ADHD, or other sensory/cognitive differences.
* **Accessible communication tools**
Including easy-read guides, visual prompts, PECS, Makaton, and tailored support to match each person’s communication style.

Children, young people, and adults are supported to express who they are in full, without fear of prejudice, judgement, or misunderstanding. Staff are trained to respond with curiosity and respect, not assumptions.

Staff undertake annual Equality, Diversity, and Inclusion (EDI) and unconscious bias training, with reflective supervision encouraging ongoing development in anti-discriminatory practice.

All of our policies and procedures are reviewed through an equity lens, ensuring they are accessible, inclusive, and fair across all protected characteristics. This includes close attention to disability, gender identity, race, faith, sexual orientation, and social background.

Through consistent, inclusive practice, we model respect, dignity, and acceptance — empowering individuals to develop confidence in who they are and how they relate to the world around them.

**13. Facilities and Accommodation**

Every Second Care provides homes that feel like homes.

Most of our houses are single occupancy, allowing children, young people, and adults to experience a greater sense of privacy, safety, and consistency. This setup reduces environmental stressors and supports those who may find group living overwhelming, especially individuals with trauma histories or neurodivergent needs.

Each home is carefully selected and designed to feel like a family home—not an institution. Our environments are warm, calm, and personal, built to nurture connection, regulation, and growth. The physical setting plays a crucial role in emotional safety and healing.

**Our design principles include:**

* 1–6 bed properties located in residential areas, with access to local services, schools, parks, and public transport—ensuring community integration and normality
* Single occupancy bedrooms with ensuite facilities as a minimum standard. Each individual receives their own room key, promoting trust, security, and autonomy
* Comfortable and therapeutic communal spaces—lounges, dining areas, and kitchens designed to feel safe and sociable
* Sensory-friendly quiet zones to support regulation, decompression, and individual sensory needs
* Secure garden or outdoor space for recreation, play, and physical wellbeing

Children, young people, and adults are supported and encouraged to personalise their space, making bedrooms a reflection of their identity, interests, and comfort. Communal areas also reflect their input, featuring chosen décor, artwork, and rhythms that foster a sense of belonging.

Safety features such as secure entry, environmental monitoring, or risk-reducing adaptations are implemented with discretion. Risk management is always balanced with dignity and independence, upholding our commitment to Empowering Environments and You’re Accountable principles.

Our homes are not just places to stay—they are places to grow, feel safe, and be seen.

**14. Complaints and Feedback**

We actively encourage and respond to feedback from children, young people, adults, families, and professionals.

**Systems include:**

* Child-friendly complaints process explained and revisited regularly
* Feedback forms, QR-coded online portals, and keyworker debriefs
* Monthly "You Said, We Did" boards highlighting changes made
* Advocacy access through commissioned or local providers

Children, young people, and adults are reassured that complaints won’t lead to punishment or exclusion. Staff are supported to respond with openness, curiosity, and urgency.

We treat every concern as an opportunity for reflection and service improvement. Complaints can be directly made via our key contacts or info@everysecondcare.com

**15. Review and Availability**

**This Statement of Purpose will be reviewed:**

* Annually, or sooner if there are major service updates
* Following inspections, regulatory changes or staff/child feedback

**It will be made available:**

* On-site in the staff office and communal area
* Electronically on our website
* In print or accessible formats upon request
1. **Key Contacts**

**Registered Manager (Ofsted)**

Lee Houghton – 01244 255 444

lee@everysecondchildren.com

NVQ Level 5 - Leadership and Management for Adults and Children’s Services 2019

Higher Level Apprenticeship for Occupants in Social Care and the Care of Children and young people 2019

Level 3 - Award in Education and Training 2018

Certification – Cognitive Behaviour Therapy 2016

NVQ Level 4 - Advice and Guidance 2008

PgDip - Psychology - Drug use and Addictive Behaviours 2010

**RI (Ofsted)**

Awaiting Recruitment

**Registered Manager/NI (CQC)**

Sarah Clague - 01244 255 444

Sarah@everysecondcare.com

Registered General Nurse 2009

PgDip Mentorship in Clinical Practice 2009

**Safeguarding Lead**

Melanie Hughes – Deputy Manager - 01244 255 444

mel@everysecondcare.com

NVQ Level 3 – Adult Social Care

Safeguarding Level 4

**Director**

Martin Clifford 07415275722

martin@everysecondcare.com

**Office Address**

Suites 8&9, Second Floor, Gateway House, Old Hall Road , Bromborough, Wirral, Merseyside, CH62 3NX

Tel: 01244 255444