

Forge Care



Homes for Children

STATEMENT OF PURPOSE

Hayes Home.

22nd October 2022

URN 2674760



Quality and purpose of care. A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation

The Forge is a therapeutic residential care provider offering up to 24 placements for children across four six-bedded homes within one site for children looked after aged 7 – 17 (on arrival), offering medium to long-term placements.

Each home will be registered individually with Ofsted being overseen by two registered managers holding dual registrations. This statement of purpose relates to Hayes home within our community at The Forge. Hayes is a six-bedroom home. Our ethos and relational approach remains the same across our community.

The Forge is for children who have experienced primary trauma resulting in disruption to their attachment relationships and whose lived experience has been compounded by secondary traumas such as sexual, emotional, physical abuses and deprivation. Our children are often considered to be under the umbrella of emotional behavioural difficulties and given labels such as Autistic spectrum disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), Oppositional Defiance Disorder (ODD), Pathological Demand Avoidance (PDA) or other mental health conditions. The Forge will also consider caring for sibling groups within our community where it is in the best interest of siblings to continue to remain together, helping them to develop strong family bonds and above all achieve an independent and positive place in society supported by their sibling relationships.

The Forge is a therapeutic Community set in three acres of landscaped gardens. Our homes are purpose-designed and built thoughtfully for children. We offer a trauma informed model of care, which is underpinned by developmental psychology and framed by the Sanctuary Model®.

We consider that children, who had no choice about being exposed to harmful, traumatic early life experiences, may need specific opportunities to overcome the impact of Trauma on their hearts, minds and on their lives – to find greater health. We are committed to offering children the opportunity to heal from trauma, become resilient to future challenges, strive towards a meaningful existence, enjoy long lasting relationships, engage in lifelong learning and make a positive contribution to their community. We want to offer our children the right kind of opportunities to heal from their past experiences, to feel hopeful and capable, and to develop trust in themselves, and belief in their future.

Every member of the community is valued and encouraged to have a voice through democratic processes. We focus our aspirations on growing as individuals and as a community, through encountering opportunities to develop greater self-awareness, social responsibility and leadership.

Community members are encouraged to be compassionate about 'mistakes', curious about themselves, about each other, and are helped to be so; all staff members are participant observers in the therapeutic work. The essence of a Therapeutic Community is 'being with' rather than 'doing for'. All community members are encouraged and supported to contribute to the community.

The Forge is brought to life by a child focused, passionate and driven founding team experienced in social care. The care and support that The Forge provides will be tailored and wrapped around each child based on their specific needs and relevant plans.

Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them

At Forge Care we have a strong belief that a community model is the best place to heal trauma and promote recovery from adversity.

As a community our aspirations for children are to have a greater understanding of how their own trauma impacts upon themselves and their relationships. We also aspire to help children to reduce the impact of these lived experiences through the context that Life Story provides, the therapy that helps children understand this context and trauma informed carers within the home who provide the opportunities and boundaries, as our children become young adults.

At Forge Care we have found the Sanctuary Model® aligns with our values of active creation of a trauma informed community. All community members will be trained in The Sanctuary Model®.

Our work will be based on attachment and neurodevelopment theories, promoting an intersubjective approach enabling an understanding of how community members impact others and how others may impact them. Our community will also be mindful of the impact of primary and secondary trauma, vicarious trauma, compassion fatigue, emotional burnout and the need to be emotionally resourced and supported by senior leadership, wider organisational values and our culture of living and learning together.

We believe in developing the whole child; including physical, mental, emotional and social health, through nutrition, exercise, valuable educational opportunities, experiences, relationships, community

participation, therapeutic parenting, Lifestory and therapy. These Forge Care values are core to the work we undertake.

We focus our aspirations on growing as individuals and as a group, through encountering opportunities to develop greater self-awareness, social responsibility and leadership. Meaningful engagement happens every day and is an opportunity to experience safe, thoughtful and healthy involvements that support the shared experience of creating and maintaining physical, psychological, social, and moral safety within a social environment. Conflict resolution and other processes that enable us to articulate our differences, preferences and needs, are practiced daily to enable greater confidence in 'repair', relationships and responsibility.

Therapy and therapeutic interventions are an extension of the daily opportunities provided to each person. The Sanctuary Model supports attachment and trauma-informed focal-Carers, who offer their time and encouragement. Through a trauma-informed lens, helplessness, loss and shame are recognised as significant feelings that can lead to expressions of despair and aggression. These feelings are given attention within 1:1 therapy and focal-Carer sessions, as well as recognised and given language, in the wider community meetings. Therapy is trauma-informed and utilises the Creative-Expressive arts to aid healing and trauma-resolution.

**A description of the accommodation offered by the home, including
a) how accommodation has been adapted to the needs of children;
b) the age range, number and sex of children for whom it is intended that accommodation is to be provided; and
c) the type of accommodation, including sleeping accommodation**

Hayes home contains 6 individual bedrooms with en-suite bathrooms. Our homes are spacious, and purpose designed and include – lounge spaces, large kitchens and dining areas, staff rest area, adult room, toilets (including disabled) recreational room, quiet spaces, laundry facilities and private gardens.

As each of our home's forms part of a wider Therapeutic Community, there are multiple shared spaces across the community environment including multi use games areas for football, basketball, netball, and tennis. Art and Therapy spaces, play areas within landscaped gardens and outdoors seating areas. Each of our homes has a staff rest space. We have an on-site social space used only by our community or Social Care visiting professionals, training rooms, opportunities for keeping animals, all within a social enterprise program, giving children in our care opportunities to access work-based experience and vocational training.

We believe that children looked after should not be placed at a disadvantage in preparation for transition into early adult life, as such Hayes home includes a self-contained one bedroomed en-suite apartment with its own front door, kitchen, dining room, lounge, and laundry facilities. We use these spaces to give children the opportunity to develop life skills and confidence in a supported living style setting, with the benefit and safety of an interdependent therapeutic community.

The Forge homes are multi gender and provide homes for children of all identity, heritage and culture.

A description of the location of the home

Our community is located in the borough of Nuneaton and Bedworth, the immediate environment is a small village setting with access to local educational provision both mainstream and alternative.

Local amenities including a variety of country parks and open spaces, which provide opportunities for recreation and leisure, promoting inclusion and participation.

We have access to all the usual health, social and educational facilities within easy reach of The Forge.

The locality has an established community providing proximity to all transport links and extended health and multi-agency services to assist and support children.

The arrangements for supporting the cultural, linguistic, and religious needs of children.

Here at The Forge, we are committed to inclusivity, our values and ethos as a Therapeutic Community and a provider of children services means we work hard to ensure that our staff teams are reflective of the diverse cultural makeup of our communities.

We tailor our services and opportunities to the individual religious, linguistic and cultural needs of our children. Our Therapeutic Community aims to ensure equal access to our service by all children on the basis of need and to provide services that are sensitive to the individual. Where we find ourselves lacking in diversity The Forge will reach out to local partners, religious leaders and community groups to ensure our children's needs are understood and met. The Forge will consider children's cultural, linguistic, and religious needs as part of the referral process.

During and beyond the admission stage consultation will happen with both the children and their carers on identifying any specific needs and how best they will be met within the home. These discussions will become an integral part of the care planning for the child.

Along with the work of the home and therapeutic parents, Life Story will play an important role in helping children understand their cultural history and the context of their own experience.

As an important aspect of a child's identity, we will encourage them to explore their own views on gender and how they relate to others who may not reflect their own views. Through regular group experiences and discussions, we aim to give the children the opportunity to be curious and feel safe in exploring different aspects of themselves, others and society at large.

To facilitate the above staff will also be required to engage in a similar process, through training and consultation, increasing their own understanding of difference and acceptance.

Details of who to contact if a person has a complaint about the home and how that person can access the home's complaints policy.

We would love our homes to run smoothly all the time, but we also recognise that sometimes things might go wrong, and we will want to put that right. We want children to tell us if they think we could be doing something better.

We actively encourage children to express their needs, wants and opinions. It's important for children to have a voice in shaping the care they receive and be provided feedback about any points or issues raised.

At any stage in our feedback or complaints process, community members can gain external support from a social worker, Ofsted or an advocate. This is explained in our Complaints Policy and Children's Guide.

Any person wishing to make a complaint should contact the Registered Manager for the home or if required the responsible individual.

The registered manager is victoria@forgecare.co.uk

The responsible individual is Dave@forgecare.co.uk

The home complaint policy can be accessed via the home share point have made a request the either of the above colleagues.

Details of how a person, body or organisation involved in the care or protection of a child can access the home's child protection policies or the behaviour management policy

Forge Care has produced, continually reviews and holds a group of policies that are developed to promote the safety, wellbeing, welfare of children and staff members.

Within the home our policies are available in accessible format via our shared internal drive. External parties will be able to request them from either the home manager or our responsible individual.

A description of the home's policy and approach to consulting children about the quality of their care

Any child who makes a home at The Forge is given the opportunity to participate in and shape the overall ethos, nature and routine of the home. We recognise the importance of offering children a variety of opportunities to share their voice, not only within democratic group processes, but also in other forums – including written feedback, one to one sessions, relevant plan reviews and advocacy.

The idea is that children and staff form a 'community' with democratic processes in place; each person has an opportunity to express personal views on the way things are run and maintained. Group work has been found to be effective when promoting healing and building resilience from trauma and secondary trauma. We provide an emphasis on group work, group discussions including home meetings which are held daily, giving each and every child a voice in a democratised approach to providing care and support.

The Forge will provide children with the opportunity to share their views, wishes and feelings through group and individual spaces, access to external people such as Regulation 44 visitors, advocates and in a manner best suited to the child. E.g written format, verbal or virtual.

A description of the home's policy and approach in relation to— (a) anti-discriminatory practice in respect of children and their families; and (b) children's rights

Forge Care are committed to ensuring children and their families have equality of opportunity and freedom from discrimination.

We recognise and respect diversity in our society and will provide a consistent quality of service without discrimination on the grounds of gender, ethnic origin, sexual orientation, age, social class, disability or religious beliefs.

We respect and promote people's differences, challenge oppressive or discriminatory attitudes, behaviours and actively encourage children to develop the ability to live and participate in a diverse society.

Forge Care aims to be continually aware of the ways in which people within our society are disadvantaged particularly in relation to protected characteristics.

Children will be offered access to an advocate as well as our independent visitor (REG 44), alongside their Social Worker or anyone we feel is important to ensure the child feels safe and heard within the home and in respect of their care.

Forge Care has an Equality and Diversity policy that frames our values and approaches to children rights. Forge Care recognises the UNCR rights of children and commits to the good parenting approaches of promoting these rights and enabling children's representation and awareness of how to access these rights.

Details of provision to support children with special educational needs.

Forge Care believes that the children in our care should have access to educational opportunities that are available to their peers and should, therefore, not be disadvantaged either academically or socially. We are aware that many of the children that make a home at The Forge may have been exposed to educational experiences that could have left them with low self-esteem and extended periods of time without appropriate provision.

Part of Forge Care's referral process is assessing both the child's educational strengths, needs and the provisions available locally to ensure we can meet and support the child's educational journey.

Every effort is made to ensure that Forge Care work closely with the placing authorities so that children are supported and enabled to resume full-time education as soon as possible. In the interim children will be supported to sustain or regain their confidence in education and be engaged in suitable structured activities.

Forge Care will actively work with local authorities' placements teams in securing the appropriate educational provision, taking full account of any special educational needs, whether these are defined in a formal Statement of SEN (EHCP).

Forge Care recognises that education, in all its forms, is the cornerstone of personal growth and development. All our children will be actively encouraged to engage in formal and informal educational opportunities appropriate to their needs and interests.

We work on encouragement for children to better achieve and self-motivate in education to help to support their life and social skills for their future. All children will receive encouragement, assistance, and celebration from the community to realise their personal educational aims and objectives.

If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.

Our homes at The Forge are not registered as a school.

If the home is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children's educational achievement.

The Forge will ensure that the necessary support is provided for children to promote and enable access to education or training. The Forge will develop locality relationships with educational settings and work in partnership with the team around each child to plan suitable and stable arrangement for learning.

This will include clear educational planning as part of our arrival process to ensure that practical arrangements are made alongside continuing children's educational plans.

Where children may change their educational settings or are not participating in education Forge Care will work closely with placing authorities, the virtual school and locality admission partners to enable children to resume education as soon as is possible.

Should there be a transition between education or training settings The Forge will support children to sustain or regain their confidence in their learning experiences through creating an interim plan developed in conjunction with the child and educational partners so the child can be engaged in suitable structured activities.

Forge Care will develop a home educational plan for each child. The home educational plan will consider any PEP, EHCP or other relevant plan aims. The Home Educational plan will include a system of measurement that enables the home to identify the measurable progress that children, better understand how their needs are met and help them prepare for the next steps in education and training.

The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills.

Before children move to The Forge we undertake an assessment of their needs, as part of this assessment we capture information on their personal likes and dislikes, including interests, activities, and hobbies that they enjoy.

An integral part of The Forge is providing a varied schedule of activities organised by a dedicated activities manager providing opportunities for all children who live at The Forge to participate in activities that the child enjoys, and which meet and expand the child's interests and preferences.

Our children can access different activities on a daily and weekly basis that develop and reflect their creative, cultural, intellectual, physical, social interests and skills for example, e-bike riding, walking, football, book clubs, coding, yoga, meditation & mindfulness.

Forge Care believes that each child's talents and interests should be understood and nurtured, with children selecting activities based on their personal preferences and abilities. Attention will be given to each child's recreational needs and wishes in accordance with their personal interest, religious, racial and cultural backgrounds.

Children will also be encouraged to try new activities and be given the opportunity to try new experiences for example team and competitive sports, or reflective and introspective pursuits.

Engagement with local charity events, clubs and organisations will be recognise the children's positive contributions to the wider community.

The Forge will engage with awareness days, national and international events this will allow children to explore and choose how they might take part and be enabled to develop greater understanding of their own citizenship.

Details of any healthcare or therapy provided, including—

a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and

b) information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information, or the evidence can be accessed

The Clinical practice manager is supported by an external clinical supervisor noted below:

Sally Evans (she/her)

Certified Transactional Analyst

UKCP reg. Psychotherapist, MSc (Psychotherapy)

Certified Cyber Therapist & Certified Cyber Supervisor (ACTO)

Post Graduate Certificate in Counselling Supervision

t: 0798 433 1243 ~ 0161 881 5738

w: sallyevanstherapy.co.uk

The clinical practice manager will provide clinical line management supervision to the therapy and life story workers. Therapy and life story workers will also receive clinical supervision from appropriately qualified and registered external supervisors. The clinical Practice manager and external supervisors will hold regular reviews.

All Forge Care home colleagues will be supported with regular line management supervision provided or overseen by the registered manager. This will take place monthly.

Weekly team meetings led by the home manager, and biweekly clinically informed reflection space led by the clinical practice manager will support colleagues and enable them to understand and manage their own feelings and responses to the behaviour and emotions of children, and to help children to do the same.

At The Forge we provide formal, structured creative-expressive Arts therapies (art, drama, movement and music), play and verbal interactions, and Therapeutic Life Story Work (TLSW).

These are facilitated by in house Forge Care employed, qualified, HCPC (or other relevant governing bodies) registered and supervised Therapists and Therapeutic Life Story Work practitioners. These therapies enable children to creatively express themselves, process difficult feelings, memories and experiences and develop their internal working model.

These interventions enable the children to process early trauma in non-directive and directive ways. The therapeutic and welcoming environment at The Forge, helps to develop the children's resilience, self-trust and trust of others, a sense of hope and capacity to build relationships and engage in learning opportunities.

The therapists and TSW practitioners will also provide a central role within the homes, to support deepening understanding of their children's strengths and difficulties, traumas and trauma responses, and how to offer opportunities of co-regulation. The Forge has an on-site, qualified and registered, clinical supervisor for Therapists and Life Story professionals.

The Forge will gather psychological assessment, strength, and difficulty evaluations as part of the referral process this will inform the therapeutic interventions offered. The Forge Clinical team will maintain ongoing evaluations of the health and wellbeing of all children.

Formal and informal review and reflections help the care team and therapy team to steward the children's journey towards recovery.

Creative-expressive arts and play therapy – which are 45-60 minutes in length, usually once per week at the same time each week. These can include the focal Carer, to support their relationship and to support the child. The underpinning theories are based on Developmental Trauma and a Humanistic approach.

Children will be provided with guidance, advice and support on health and personal care issues including exercise, nutrition and personal health.

As part of the admission process, staff work in partnership with parents and others to ensure that every child is registered with a local GP, dentist and optician and that arrangements are made for necessary visits and periodic tests. Staff will record all details of such visits on individual records, including treatment and medication details.

Those holding parental responsibility will need to provide consent for the administration of medications and drugs. Thereafter decisions about who will be responsible for administering or consenting to emergency medical treatment will be taken after consultations with medical professionals, and those with parental responsibility.

At The Forge all medications (including non-prescribed) are stored in a locked cabinet, in accordance with regulatory requirement and are recorded on individual medical records held at the home. Children who wish to keep and take their own medication should be supported to, if

they are able to do so safely. Forge Care colleagues should be mindful that children holding their own prescribed medication must only use it for themselves in accordance with the prescription.

All children at The Forge can access specialist therapeutic and counselling services for example CAMHS should this service be required.

All staff at The Forge share a common responsibility to promote the health and welfare of all children.

The arrangements for promoting contact between children and their families and friends.

The parents of children, other family members, legal guardians and friends or significant others will be encouraged and enabled to participate in all aspects of the general welfare of the children (where appropriate). This will include promoting and maintaining both relationships and time with family or friends.

suitable facilities are provided within our home and wider community for any child who has made a home at The Forge to meet privately at any reasonable time with the child's parents, friends, relatives.

The degree of involvement will obviously vary from individual to individual and there will be varying degrees of difficulty in each case, for example:

- The child may not wish to experience or engage in family time with their parents.
- Alternatively, parents may not wish to experience or engage in family time with the child.
- It is Forge Care's policy to actively facilitate family time. In appropriate cases, parents or significant others are encouraged to attend reviews and all relevant parties are informed of any decisions or developments which may occur.
- Forge Care provides children with access to a private telephone line, email and post at reasonable times and following appropriate risk assessment.

Forge Care will meet the cost of the child's travel to and from parents and carers in order to work towards the preservation of all appropriate relationships with family and friends.

It is our policy to seek social worker guidance in respect of arrangements that are specific to the individual child, and whenever possible these links with family and friends are always encouraged.

Visits to The Forge will be assessed as to whether they should be supervised or not and if an overnight stay is possible. Forge Care will also, with the support of social care look for children to attend family holidays when suitable. The Forge is also known to fund positive activities when required to help rebuild relationships or to help family through difficult times.

Forge Care staff work to help build and to maintain children's relationships with suitable family members as this will benefit the child whilst living at the Forge but also as part of their relationship being safe and sustainable as children become young adults.

Forge Care will work closely with Social Workers in order to maximize the opportunities to be gained by the child in our care.

It is expected that social workers maintain regular contact with children via visits and telephone calls. Forge Care colleagues will work towards helping children to liaise with their social worker and will encourage them to attend all meetings involving decisions about their future. There is no restriction on visits or telephone contact between children and social workers. Copies of all reports, including significant incident reports and placement reports, will be sent to the appropriate social worker, in order to maintain a positive working relationship.

A description of the home's approach to the monitoring and surveillance of children

Here at The Forge, we are dedicated to safeguarding our children against harm and abuse. Our approach to CCTV and surveillance is split into two distinct areas outside the home and on entrance or perimeter points. We never place CCTV inside our homes, CCTV cameras may be used outside of the home to keep children living at The Forge safe. These cameras monitor people arriving or leaving the home. Part of our safeguarding culture and ethos is to promote the welfare and wellbeing of our children, colleagues, and our community. To promote a safe environment Forge Care will use closed circuit television, access control and door alarms to identify any visitors and to monitor our premises to ensure no unauthorised persons gain access. We want to enable children to feel safe, be safe and to be protected from harm and not see any monitoring or surveillance as invasive but as a protective factor promoting their welfare and wellbeing by assisting staff to respond to their needs by increasing awareness of specific times when children may leave their homes and protective responses be required.

Our external doors are alarmed, to ensure Forge Care Colleagues are aware of who is entering and exiting the property.

Bedroom doors can be alarmed as an additional means of promoting welfare and wellbeing and will only be used in specific circumstances dependent on risk, in any case this will be a tailored approach and kept under continual review.

Forge Care colleagues are trained to support the safety and security of our children, this includes being vigilant regarding any local activity, recording significant events, liaising with locality neighbourhood teams and other partners.

Details of the home's approach to behavioural support, including information about— (a) the home's approach to restraint in relation to children; and (b) how persons working in the home are trained in restraint and how their competence is assessed.

Any intervention or physical restraint used in support of children to restrict freedom of movement or liberty, or to keep children or others safe from harm, is defined in the Children Regulations 2015 as “The use of force or restricting liberty of movement”.

The Sanctuary Model Commitments and practices are key to increasing our children's sense of psychological, moral, social and physical safety – and therefore, reducing the need to express physical aggression towards themselves or others. We understand that people may show their distress through aggression when they feel that they don't have (or didn't have) a voice; when they can't make sense of their experience, or they feel that they are in danger – to protect themselves.

At Forge Care we understand that physically intervening, and restricting freedom, can be re-traumatising for a child, and can lead to intense feelings of helplessness and shame. These incidents can disrupt relationship building and a child's development of a coherent sense of self – causing them to be more vulnerable and at risk of feeling powerless and distressed. Therefore, the tools and techniques to help reduce the incidents of using force, are central to our training, clinical supervision, therapeutic interventions and understanding of trauma.

The Commitment to Non-violence – supports the team and children to value and practice opportunities to create and sustain psychological, moral and social safety. This commitment is integrated into all levels of communication, planning, practice and reflection. Each member of the community has a Safety and Well-being Plan – which helps them identify what events or situations are likely to increase their feelings of fear, stress and overwhelm, and identifies actions to take, to regulate themselves and each other. This commitment includes raising awareness of 'micro-aggressions', which can be out of conscious awareness.

Thoughtful, clinically led discussions support greater self-awareness, and reduces acting out or acting without awareness.

- Staff will set and maintain safe, consistent, and understandable boundaries for children in relation to acceptable behaviour. Unacceptable behaviour will be responded to with clear, fair, constructive, and acceptable responses approved by the Registered Manager, all reparative responses will comply and be documented within the guidance and principles set out in legislation.

The other Commitments we feel support the process of addressing the risk of acting out fear and destructive self-protective actions -

Commitment to Emotional Intelligence: teaching and modelling affect management skills supports the members of the community to process their feelings with help from appropriate others, and therefore, reduces the experience of feeling overwhelmed or powerless – and thus reducing the chances of acting violently against self or others.

Commitment to Inquiry & Social Learning: building and modelling cognitive skills, being curious about what past or present disturbance lead to feelings of helplessness and fear - supports the individual to understand the context of their 'triggers', and the process of Therapeutic interventions helps to reduce further experiences that can lead to acting out violently.

Commitment to Democracy: creating and modelling civic skills of self-control, self-discipline, and administration of healthy authority – supports each member of the community to have a voice – a vital aspect of reducing violent acting out.

Commitment to Open Communication: overcoming barriers to healthy communication, reduce acting-out, enhance self-protective and self-correcting skills – supports the establishment of healthy boundaries

Commitment to Social Responsibility: rebuilding social connection skills, establish healthy attachment relationships

Commitment to Growth and Change: restoring hope, meaning, purpose – this commitment underpins all that we do and supports a non-shaming approach to understanding our nervous systems and how we might be more or less inclined to acting out aggressively.

At Forge Care we believe that physical restraint to deprive a child of freedom of movement and liberty should only ever be used in extreme circumstances i.e. to protect a child from personal injury, the injury of others or to prevent serious damage to property of any person including the child.

Any responses to emerging or presenting aggression will be clinically informed and restorative in nature to help each person involved to

understand what the unmet needs were, that lead to violent acting out / expression of distress or overpowering another.

Staff will exercise physical intervention of a child only when other less intrusive methods have been attempted or considered, and only in extreme situations. Staff will be professionally trained in how to exercise physical restraint safely and without inflicting pain or discomfort.

The method of restraint used in the Home is fully compliant with the requirements of the Children's Homes regulations 2015. All staff will be trained in PRICE ® (Protecting Rights in a Caring Environment) <https://www.pricetraining.co.uk/> techniques. The instructors continually assess candidates throughout the course with over all pass or fail judgement.

PRICE® training is an RRN certified training provider and a bild associated training provider.

All staff that have completed the training will undergo refresher training at 12-month intervals or if they require extra training or support in the restraint techniques. The training course will also be assessed to monitor staff's competence in content of delivery. Where staff may be involved in a restraint the registered home manager or trained delegated person will provide staff with a debrief to reflect and explore around the experience to promote the welfare and wellbeing of children alongside continually improving practices.

Forge Care will provide opportunities for staff to practice intervention techniques within team meetings or group workspaces to promote confident and competent practices should an intervention be necessary. Forge Care's emphasis is to provide the responses and co regulation to assist children to avoid the need or escalation towards intervention where possible.

Staff across the community are trained in responding to children's needs and supporting behaviour to help minimise the use of restraint to children.

Forge Care abide by the principle that physical intervention must be a last resort. The focus should be on being attuned to our children, understanding their needs, identifying emerging unmet needs or uncertainty and being emotionally available early on during a child's communication of distress to reduce the deterioration of their sense of being safe or feeling safe, and to encourage and maintain positive behaviour.

Whether the child is communicating a need which may present as complex behaviour, involving in conflicts, bullying, or being verbally or physically aggressive, it is important to ensure that positive interactions take place and that staff refrain from labelling the child as 'bad'. It is helpful if staff can understand the causes of the child's behaviour and provide the child with help and support to manage their difficulties in a more acceptable way. It is the behaviour being exhibited that we are seeking to respond to positively and not the child personally. Children

need to know this very clearly and it needs to be continually re-enforced.

A consistent, nurturing approach is necessary when caring for children with experiences of early life trauma and attachment disruption. This leads to a greater sense of self for the child and more productive and positive outcomes. The guidance below should not be regarded as an indication that physical support techniques are being identified as more important than other skills and abilities. Forge Care believes a 'no touch' policy can be detrimental to a child's welfare.

In circumstances where there is no other option and every other approach to relational and behavioural de-escalation has been exhausted in the event that a child's welfare & wellbeing is potentially at risk or there is danger to self or others, staff should use their professional judgement, supported by their knowledge or each child's risk assessment and understanding of the needs of each child as set out in their relevant plans to respond with a person centred physical intervention in a manner that is proportionate and only for the minimum amount of time necessary to respond to or manage the immediate risk.

The name and work address of— (a) the registered provider; (b) the responsible individual (if one is nominated); and (c) the registered manager (if one is appointed).

The Responsible Individual is Dave Hughes Dave@forgecare.co.uk

The Registered Manager is Victoria Turner victoria@forgecare.co.uk

All colleagues work at The Forge of which the full style is noted above.

Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

Please see attached staffing team annex.

Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care



Forge Care Org Chart
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If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.

Whenever possible, staff in day-to-day contact with children should include staff from the different gender groups. Forge Care will also work closely with partners such as schools, clubs where children can be supported by a wider variety of role models.

Due to the community environment, we are better able to consider how best to maintain balance within each home and in doing so better approach the needs of children.

Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission

Although Forge Care would like to help all children in need, we are conscious that we have a finite set of resources and skills, and it is important that we match these to the needs of the children being referred, enabling the best possible outcome for all. How we assess the suitability of any child is paramount to the placement being successful and the recovery from their trauma being achieved. Therefore, Forge Care is not able or designed to accept emergency referrals.

To reduce any stress towards the child, decisions on offering a home will be made based on information requested and discussions held with relevant professionals and carers associated with the child, before the child is aware. It is vitally important for all at Forge Care that we do not become part of the failed care that the child has experienced before joining us, and that the final decision on being part of the community rests with the child.

To support the process, we have a dedicated referrals team who will work closely with the home management team and our clinical team. Essential information required to make a decision will include, but not be limited to:

- Current care plan
- Chronology
- Any professional assessments
- Education and health reports
- Previous experience of residential/fostering/home care

When we feel we have sufficient information to make a decision and the decision is positive, this will be communicated to the child and a program of visits and information sharing will happen to help them

make an informed decision. Once a child decides they wish to join the community a transition plan will be implemented, including an expected joining date, opportunities to personalise their room, visits to the home and an education and health plan.

Throughout the process the existing children in the home will be supported regarding the prospect of a new child joining and how they feel about it.

The transition process into the community is designed to promote the voice of the child, foster a sense of belonging and participation. We take time to create a welcoming and safe space ensuring that the process is engaging and individualised.

The home will aim, where possible to follow a model of admission in line with the schedules set out in The Care Planning Placements and Case Reviews (England) Regulations 2010 (amended 2013).