



Fieldview House

BKY Care is an independent Residential Provider of Care Services for
Children and Young People

STATEMENT OF PURPOSE AND FUNCTION

Reviewed

August 2021 – updated Jan 28th 2022 (AD)

June 23rd 2022 (AD) RI Changed and EBD/Attachment and trauma added

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Introduction

At Fieldview House we have a simple but crucial mission to provide a safe, nurturing environment for children & young people to live in. The added elements of providing high-quality care with educational focus, along with a strong connection to the local community, make Fieldview House unique. For the additional elements that challenge and stimulate, make the service a valuable extension to each young person's care and increase their chances at mastering the many personal goals they hold and helping them to achieve their dreams and ambitions.

This statement of purpose sets out what we do and our aims at Fieldview House, it's impossible to give a complete picture and detail of everything we do but we hope it will answer some of your questions.

Emotional behavioural difficulties/Attachment and trauma

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Chapter 1 Caring for Children

Aims and objectives

Our primary aim is to enable children young people who have social and emotional needs along other behavioural social needs to reach their full personal potential for learning, independence and fulfilment in everyday life. We seek to achieve this by providing a happy and stimulating, yet safe and caring environment.

We offer:

- 365 days full care and accommodation
- High staff to young person ratio
- Living facilities for high needs/close supervision
- Comprehensive assessment work where required
- Strong, effective relationship building skills
- Individual and group direct work skills
- Individual development programmes
- Individual work with young people who are members of gangs
- Individual work with young people involved in criminal activities
- Individual work with young people who abuse drugs and/or alcohol
- Individual work with those at risk of sexual exploitation
- Individual work with those at risk of self-harm
- Bereavement management
- Family therapy
- Comprehensive record keeping
- Independent visitors
- Activity and adventure excursions

Our service can access a range of therapies that enables the young person to access the support which they may require within the community as well as curriculum and leisure activities more effectively, and to maintain and extend their skills and capabilities. The following therapies are an integral part of our provision and can be accessed through our local PCT or accessed through our comprehensive consultancy pool of therapists:

- Group therapy
- Art & Dance therapy
- Talking therapy
- Reflexology therapy
- Play therapy
- Dyadic developmental therapy

Therapy consultations take place both on site and off site, with on site sessions conducted by specific staff member who is trained in the required/requested therapy.

Our Ethos is to:

- To provide high quality care services that makes a positive difference to young people and their families in a safe environment.
- To provide opportunities for young people to receive specialist tailored care and education. Prioritising progress, and the achievement of positive outcomes, to maximise the long-term benefits to both the young person and the community.
- To build resilience within young people and equip them with the inner resources and sense of self-worth to develop and sustain relationships and enhance their dignity and life chances.
- To help young people achieve their dreams and ambitions.

Outcomes we seek to achieve

Our primary aim is to enable young people who struggle with social and emotional difficulties or multiple, complex needs to reach their full personal potential for learning, independence and fulfilment in everyday life. We seek to achieve this by providing a happy and stimulating, yet safe and caring environment.

Our objectives are to:

- provide a smooth and effective transition from the young person's previous placement
- identify and meet the educational, social and healthcare needs of all the young people at Fieldview
- promote the intellectual, social, physical, emotional, cultural, moral and spiritual development of the young person
- encourage the young people to grow in confidence and to develop self-esteem, so enabling them to celebrate their individuality
- promote the young person's independence, and to minimise their dependence, both physically and emotionally
- offer services equally to all young people at Fieldview, irrespective of their ethnic background, sex, disability or religion
- involve families in key decisions relating to their young person's education and care
- Person centred and CBT approach to enable positive growth around behaviour and fun development to overcome trauma

How outcomes are achieved

Our Approach

The philosophy and home culture and approach is based upon the person-centred holistic models primarily focusing on attachment trauma and development. Simply put, we create a holistic environment that places the person at the centre, to make the person important. Our homely approach incorporates how we seek to encourage the young person to fulfil their needs and achieve their potential through overcoming barriers and obstacles, self-value, accepting expectations, and living safely learning happily and laughing lots on their journey. It is therefore part of the ethos of Fieldview to respect all as individuals and to promote the development of young people in our care.

The policy of care will be centred on the needs of the individual young person. We aim to provide a home that each child young people feel safe and happy and able to express their



personal beliefs and engage in any activity with a view to promoting positive outcomes. This in turn will promote self-esteem and confidence in the young person that will make them, feel valued. Further, it is our belief that it is never too late to be able to turn yourself around and achieve anything you wish to, with the right level of commitment, dedication, perseverance, planning, and support.

Our Care Service delivers flexibility and is attentive while respecting each child young person's right to, independence, privacy, dignity, fulfilment and, where appropriate, the rights to make informed choices and take risks.

By key working around identified care plan objectives alongside trauma-based patterns associated with child's obstacles views and expectations, we help both child and peers grow and gain a better understanding around managing self.

Whilst the young person's energies are being channelled constructively, Fieldview offers young people the chance to develop the discipline and routines necessary to integrate into society successfully. The child young person develops a confidence in their ability to achieve and, in many cases, these spills over into areas of personal development and into key work, care planning and emotional growth.

Doing nothing is simply not an option that is available for the young person. All young people will be expected to attend education which is available within the locality. Should this not be a realistic option Fieldview will run individually negotiated development programmes that the child young person can link in with. Fieldview is looking to work in partnership with the virtual school to ensure the appropriate educational providers are identified that will meet the needs for the child young person. These programmes are designed to provide structure and routine and to develop confidence and concentration as well as foster achievement. Again, this achievement is built upon to assist the young person back into mainstream school, further education or training.

It is hoped that having spent time at Fieldview, the young person will have learned the value of respect for themselves and for others. They will have been challenged and stretched developmentally and emotionally to reflect upon their past and develop positive alternative strategies to replace existing negative responses to stress and adversity. Secondly, to carry out comprehensive needs assessments on each young person to identify their level of functioning and how this might be best responded to in order to be able to provide for their emotional and cognitive development, thus enabling them to effectively develop socially, behaviourally and educationally. Interventions for these needs will be detailed in plans that are developed from this assessment process.

Fieldview embraces the necessity to provide stimulating environment for young people that require care in a residential setting away from family and significant attachments. We recognise that any disruption in a young person's development through separation, neglect or abuse requires a therapeutic approach when providing care. Fieldview's primary task is to provide a stable substitute care setting that does not compound the earlier trauma as well as to ensure a pattern of placement breakdowns do not continue.

How the models are measured for effectiveness

The aim of our approach is to increase the young person's opportunities for positive outcomes for their future and assist them in changing negative learned patterns of behaviour. The model is a basic framework within which young person are able to stabilize behaviour, reflect on and learn new ways of addressing difficult issues that are age appropriate and based on their individual ability. It is important for attaining successful



outcomes in the placement that methods of intervention are used from an integrative framework which is used creatively.

The home will use an assessment tool every six months to measure the progress for each young person drawing on events, academic progress, feedback from families and other professionals, where appropriate.

Qualitative outcomes monitored include:

- Feedback from family and improved relationship with the young person (where applicable)
- Overall health is improved

Quantitative outcomes monitored include:

- Risk management outcomes
- Attendance in education
- Attainment in education based on their ability from their baseline assessment when placed in the home
- Health needs are met
- Young person's' active participation in the daily program

The data and findings are pulled together in an analysis report including any clear and objective targets to be worked towards for the following three months.

Enjoying and Achieving

All outdoors activities are encouraged and supported by the home where a young person is fully entertained, engaged and stimulated, whilst socially interacting with others. Children, Young people are also encouraged to pursue special interests (e.g., learning to play a musical instrument, learn a new language). Where young people come into the home with hobbies or skills, they will be encouraged to keep these going wherever practical. Part of the role the home is to review leisure time and to stimulate a broader range of interests that can be kept up in real life. This will be developed as part of the care plan and it is intended that there is planned and unstructured time. We will use this not only to develop self-esteem but to build positive relationships with staff and their peers.

Participation in recreational and sporting activities by the young person is an essential part in the philosophy and ethos of Fieldview. Participation in activities is seen as a way to channel negative energies, learn new skills, develop a level of fitness, develop social skills, teamwork and confidence and achieve positivity. Fieldview has excellent links with local sports clubs where the child, young person, will be free to explore their interests.

In the early stages of the young person's stay, activities will be based around what they like to do and in what they have been successful. Any special interests will be catered for, especially if these have been a feature in their lives prior to admission. As the placement develops the child young person will be encouraged to undertake new, different, and challenging pursuits in order to extend their skills and experiences and to give them confidence to try new things in all aspects of their life.

As the young person begins to move towards leaving Fieldview, activities start to become tailored to their future placement or future income. It is seen as important that the young person might begin to enjoy activities that are realistic for them to develop and continue into their future and enable them to move away from activities that place them at risk.

Religious instruction and observance

Children young people are supported to observe and encouraged in religious activities according to their own choosing or parental wish. This may involve staff providing a special area in the home for them to worship. The young person is welcome to keep religious artefacts in their rooms and to observe and practice any rituals or behaviours required by their religion. Fieldview's policy recognises the diverse requirements of different religious, cultural and ethnic groups.

Family Contact Support in Improving the Outcomes for the child

Fieldview recognises that parents, carers and families of a young person coming into care need support to come to terms with the process, feel reassured that the young person is going to be cared for and have the opportunities of every other young person who are not looked after in the care system. This process can be an anxious time when young person is taken in to care for whatever reason. To support parents, carers and families in knowing about the service and how to access more information about the home, the Registered Manager will be on hand to

- Provide advice and information
- Give opportunities to speak and meet with other parents
- Enable parents to access a website providing a wide range of information
- Support parents through advocacy and mediation with their young person
- Help to include families in events for their young person

Parents, carers, families and professionals please email admin@bkycare.co.uk if you would like further information.

Consultation with Children

The rights of young person to be consulted and to participate in the decisions, which affect their lives, are actively promoted within Fieldview. The young people at Fieldview will be consulted in various ways depending on their ability and are actively encouraged to take part in the decision-making process. At Fieldview, meetings are held regularly, and a formal meeting is conducted weekly. These meetings primarily look at and discuss all the issues affecting a young person's stay, in addition to this, the learning experience gained from taking part in such events is seen as beneficial to each young person. The children's view, wishes and feelings are very much at the centre of what Fieldview is about.

At a collective level, staff facilitates meetings at which young person can make needs and wishes known, and as far as they are able, influence the way services are provided. At an individual level, it is the responsibility of Key workers to ensure that wishes, needs and aspirations are understood and taken into account in daily living and learning. Young people are involved in both LAC and Education reviews, at levels commensurate with their understanding and willingness to participate.

Communication

Young people need to be given the tools to communicate to enable a positive experience and outcome. Fieldview has an all staff working party that are committed to the participation policy. We believe we have a moral obligation to provide opportunities for meaningful social communication and participation and to do our best to support all young people with a voice.



Anti-discriminatory Practice

Fieldview respects the rights of young people as set out in the UN Convention on the Rights of the Young person and the Young person Act (1989). We endeavour to provide an environment which nurtures physical, emotional, social and spiritual wellbeing, and is safe, whilst encouraging young people to take personal responsibility for their actions. Young people are helped to respect each other's views and beliefs, and to live together harmoniously, recognising and valuing each other's differences.

Children's Rights & Complaints:

Children Young people are made aware on their introduction to the home; that they have a right to complain and that there is a complaints procedure that the children's home must follow. A copy of the young person's complaints guide is in the welcome pack in each individual room and the childrens guide.

Young people have rights in relation to every aspect of the care they receive in Fieldview. These rights are protected through various policies and procedures, for example, protection against abuse and bullying, and rights to be dealt with fairly through the behaviour management and recording policy. Fieldview also acts to protect privacy, dignity and confidentiality.

Complaints procedures are separate from our internal staff grievances and disciplinary procedures. However, there may be occasions when complaints may lead onto an investigation under our disciplinary procedures or Child Protection Procedures. Any member of staff that is subject to a complaint will not be able to be directly involved in taking responsibility for responding to the complaint. However, they will be seen during the investigation on order to gain their version of events. Under no circumstances will a young person or anybody else making a complaint, be treated any differently because they have made a complaint. All children young people will have access to telephones, writing materials, computer access to enable them to complain.

Accommodation

Fieldview House is a spacious detached house. Fieldview is to be an Ofsted registered residential children's home that provides care and accommodation for children young people of both sexes. The home is homely and beautifully designed and tastefully furnished to a high standard.

There are three separate private bedrooms for each child young person, 2 large living rooms and conservatory. The home also has a study/office room for those who require a quiet area to work or to concentrate. There is a separate staff sleep in room which is also used as an office.

Each bedroom is tastefully furnished, and the child young person will be encouraged to decorate their personal room how they like. There is also adequately sized back garden enclosed within a brick-built wall. There are an abundance of local schools and colleges within easy travelling distance, all are rated good or outstanding by Ofsted.

The front drive can accommodate up to three cars which provides good access for deliveries and school runs along with visitors. The home is located on a private service road which also provides on street parking.

There are also activities in the community within easy reach. Bowling, cinema, swimming baths, other leisure facilities, along with Pizza Parlours, McDonalds and other reputable takeaway outlets and other recreational facilities are in close proximity.

There are bus routes connecting to all shopping high streets, Walmley Village, Sutton Coldfield, Wylde Green, Boldmere and Mere Green. It is within walking distance to Walmley. Rail Stations with easy access into central Birmingham and surrounding areas are located in Sutton Coldfield, Wylde Green and Erdington. Local shops are less than 10 minutes' walk.

The Local Police Stations, Fire Station and Emergency Services are easily accessible and located in Sutton Coldfield, Erdington and Mere Green.

Countering Bullying

The term bullying refers to a range of harmful behaviours, both physical and psychological. All bullying behaviour Fieldview recognises has the following four features:

1. It can be repetitive and persistent – though sometimes a single incident can have precisely the same impact as persistent behaviour over time, for it can be experienced as part of a continuous pattern and can be extremely threatening and intimidating.
2. This is particularly the case with racist bullying. It is intentionally harmful – though occasionally the distress it causes is not consciously intended by all those who are responsible.
3. It involves an imbalance of power, leaving young people feeling helpless to prevent it or put a stop to it.
4. It causes feelings of distress, fear, loneliness, and lack of confidence in young people who are at the receiving end.

Fieldview recognises that bullying is when over a period a young person feels:

- Different, alone, unimportant and/or unvalued.
- Physically and/or mentally hurt or distressed.
- Unsafe and/or frightened.
- Unable to do well and achieve.
- Unable to see a positive future.

Additionally, the home follows the DfE guidance, in respect of guidance on cyber bullying, homophobic bullying, sexist bullying, racist bullying, and other types of bullying.

Anti-Bully Approaches at Fieldview

Anti-Bullying forms two distinct directions. Preventative work is continuous and sustained, providing a consistent ethos and framework, while responsive work comes into effect in dealing with bullying behaviour. Preventative work involves the whole home and community in agreeing a set of standards on behaviour. To achieve this, we are aware that it is essential that all young people, parents and staff understand what is meant by bullying. Some young person with SEN are less likely than others to recognise and report bullying behaviour. They may need help to do this. Fieldview uses many effective approaches to address bullying behaviour, which are used within a whole community approach to maximise their Effectiveness. A team approach develops and reviews a strategy by regularly consulting with young people. Young people with a range of needs including learning disability and behavioural, emotional, and social difficulties, (BESD) will be supported to state their views. Also in reporting bullying, staff will check their understanding. A range of tools are available to staff and young people to counter prejudice and establish a positive ethos.



These include.

- Posters.
- Open discussion forms
- Anti-bullying songs, movies and documentaries
- Drama productions about bullying or difference.
- PowerPoint presentations.
- Online activities including researching topics and producing information
- Staff team focus around different young people's needs.

Safeguarding:

Fieldview ensures all staff have been trained in safeguarding young people and that the policy and procedure is regularly reviewed.

All young people placed within the home will be shown how to raise concerns if they are worried or angry about something and will be given access to a range of adults with whom they can communicate.

A young person will have contact with a large number of professionals. These professionals may be vital sources of information about both the young person's needs and their experience or risk of harm when the young person is placed and their knowledge of the young person will form part of the young person's risk assessment for safeguarding them in placement.

When there are concerns about the welfare of a young person, it will be acted upon in accordance with the young person protection procedures and local protocol for S47 enquiries, Incidents of abuse or suspected abuse will be recorded on the company's child protection incident record form and are reported to the young person's social worker, the local safeguarding team in the Local Authority and the Ofsted Inspection team.

All staff have received young person protection caring for young people training. This not only covers reporting procedures, but also looks at signs and symptoms of abuse, how to recognise them and specific instructions in how to handle disclosure of Abuse to Children in our homes.

On-Line Safety:

We recognise the commitment of our home to e-safety and acknowledges its part in the homes overall Safeguarding policies and procedures. It shows our commitment to meeting the requirement to keep our children and young people safe when using technology. The e-safety policy supports this by identifying the risks and the steps we are taking to avoid them. It shows our commitment in developing a set of safe and responsible behaviour that will enable us to reduce the risks whilst continuing to benefit from the opportunities.

We wish to ensure that all members of the organisation are aware that unlawful or unsafe behaviour is unacceptable, and that necessary disciplinary or legal action will be taken. We aim to minimise the risk of misplaced or malicious allegations being made against adults who work with the children/young people.

Our expectations for responsible and appropriate conduct are formalised in our Acceptable Use Policy which we expect all staff and children young people to follow. As part of our commitment to On-line Safety we also recognise the home's obligation to implement a range of security measures to protect the home's network, users and facilities from attack,



inappropriate use and to protect Fieldview's data and other information assets from loss or inappropriate use.

Children Who go Missing from Care:

Young people who go missing from care place themselves at great risk. The reasons for their absence are often varied and complex and cannot be viewed in isolation from their home circumstances and their experiences of care. Every 'missing' episode should attract proper attention from the professionals involved with the young person and they must work jointly to ensure a consistent and coherent response is given to the missing young person on his/her return.

Channels of communication between the placing authority, the home and the Police are to be established and maintained in order to facilitate a partnership approach. The registered manager specifically, plus staff will have a good working relationship with 'Police Missing Person's' co-ordinator.

To mitigate early risk all children will have door alarms on bedroom doors to ensure there is reduced risk of missing overnight due to staff sleeping patterns (waking nights are not provided)

Cameras and recording equipment are not used for monitoring surveillance safeguarding children.

Where there is a likelihood that a young person may go missing from the placement, their Care Plan, Placement Plan and Risk Assessment, should include an assessment of the likelihood that the young person might go missing and the risks they may face as a consequence prior to the young person being placed. The social worker, the home manager and other professionals involved in the young person's life, including parents should contribute to this assessment and the process should actively include the young person as much as possible.

The Local Authority's coordinator for Looked After Children will automatically be informed when a young person is placed within the home and the risks so they are aware of young people who may be particularly at risk of going missing to aid information sharing. Police involvement in the placement planning stage will be on an individual basis dependent on vulnerability and risk and previous history of going missing.

These risk assessments will include information on the following:

- The likelihood of the young person going missing
- The young person's view
- The level of supervision /support that care staff/carers propose to provide for the young person.
- The views of parents/carers on their young person's needs
- A plan detailing actions that need to be taken if the young person goes missing/is absent including at what point a formal MIS - PER report to be made
- The risk of harm to the young person and his/her vulnerability if he/she is absent.
- Consideration of any external influences which may result in a young person's removal without consent, e.g. young person abduction, custody disputes.
- The likelihood of the young person being harboured.
- Any information about the young person's whereabouts during previous absences.
- Actions to try and prevent a young person from going missing in terms of diversionary activities/strategies
- Practical arrangements for returning the young person to their placement after being missing e.g. transport arrangements, especially if after hours or during the night

- The young person should have this procedure explained to him/her and the potential dangers that they may encounter so that he/she understands the implications of going missing.

Sexual Exploitation of Children Young People:

Fieldview sees their role as central in the intervention model of protecting young people and has identified key elements to safeguard young people at risk of exploitation, including developing staff to be more aware through training and workshops on CSE. The intervention is a key work model, where our care worker builds up a trusting and safe relationship with the young person, with the care worker becoming a positive and trustworthy adult in the life of the young person. Where there are concerns by staff, management, community, family or other professionals that a young person is at risk of sexual exploitation the follow procedure is undertaken.

The objective for visiting the young person and where possible the family are set out below:

1. The young person's needs fit the referral criteria and stated aims of the home.
2. The young person's needs will not adversely impact on the safety and care of other young people already placed in the home
3. Fieldview can offer positive experiences and outcomes for the young person and family.
4. The home can identify the approach and the interventions needed to meet the care needs referred to in the placement plan.
5. Discuss risk issues and the management of these risks currently
6. Agree admission process e.g. introductory visits.

The home will need to receive, as much of the information on a young person as is possible, including copies of any court or care orders, medical and educational history. Prior to the young person being placed within the home a planning meeting, will be held to plan for the young person's care which will include arrangements for education, health, therapeutic/ behavioural approaches, risk management and contact with family where appropriate.

The placement plan meeting will include the strategies to reduce the risk to the young person if the young person is known to go missing from care. Together with the social worker we will formulate the Integrated Placement Plan with short, medium and long-term goals. The Integrated Placement Plan will be continually monitoring by the key worker, manager of the home and the allocated social worker.

Admissions:

Fieldview does not function as an emergency resource and every effort will be made by the Registered Manager and staff team to prevent such admissions. There will be on occasions, a need for the consideration of same day placements where not accepting a young person would mean the child young person being placed elsewhere inappropriately. Again, there is a need to gain as much information on a young person before deciding to admit them into the home and a preadmission risk assessment will be undertaken, taking into the current young people placed. If deciding it is an appropriate placement for the child young person at Fieldview an offer of a placement will be offered for a period of 96 hours, while the young person is assessed as to his/her suitability for future or extended placement. The home will consider age gaps of more than 3 years, however there will need to be further dialogue with the existing young people's placing authority and a comprehensive risk assessment in place prior to placement. The age range of the young people accommodated in the home is 8 years to 17 years on admission, with a focus on 8 – 14 years, both female and male.

Admission Procedure

Reference Admission

❖ Attention Deficit Hyperactivity Disorder (ADHD)	Yes
❖ Social and Emotional Challenging Behaviour	Yes
❖ Developmental uncertainty FAS	Yes
❖ Bereavement management	Yes
❖ Mental Health Needs	Limited
❖ Self-Harm Behaviour	Limited
❖ Sexual abuse of peers	Limited
❖ Sexualised behaviour towards others	No

We will provide specialist care packages for young people who may also have experienced multiple placement breakdowns. All care packages include preparing for progressive and sustainable transitional training when the young person has been assessed to be ready for such a transition.

Prior to any placement being accepted the following checklist of required information and documentation will be required:

1. Placement information and plan for Fieldview
2. The young person's last Personal Education Plan if previously looked after
3. Medical Consent delegated to Fieldview
4. Medical history
5. Looked After Young Person Care Plan
6. Pathway Plan/Transaction Plan if Applicable
7. Risk Assessments
8. Missing from Care Risk Assessment
9. Copy of Statement of Special Educational Needs (if applicable)
10. Copy of last Annual Statement Review Report (if applicable)
11. Copies of Reports from other Professionals Involved

Planning for care

We believe that each young person in our home is a unique individual who has the potential to learn and acquire skills that empower him/her to progress academically, emotionally, behaviourally, and socially. We value our young people and recognise that they have diverse needs, abilities, and aspirations. Our aim is to help them achieve their dreams and ambitions.

Principles for planning for care:

- Ensures that our work is needs led and young person focused
- Provides the young person and others with a record of decision and plans made
- Ensures consistency in the planning process across the services
- Ensure that plans are in place which address both general objectives and very specific details in the young person's life
- Care plans and placement plans are important reference points for both staff and young people such that even an unfamiliar worker could make competent decisions at the day-to-day level
- That they have been heard and that if their wishes, views cannot be granted, that a clear explanation of the reason is explained to them.

Representation and Complaints

Fieldview operates a complaints procedure which is accessible to young people in our care, social workers and parents. It provides an effective means for the young person and their representatives to comment on or complain about any aspect of the care within Fieldview. If a representative wishes to make a complaint this can be done in writing, in person or by telephone to the manager, Responsible individual or Director.

Young people in care generally have low self-esteem, this has been considered as critical in supporting young people not only with complaining but also when safeguarding young people, with this in mind the home staff are trained specifically to recognise and support young people with making the views heard including complaints.

Complaints involving allegations of sexual or physical abuse will give rise to the need to consider whether Safeguarding Procedures should be applied. In these cases, the Office for Standards in Education, Young person's Services and Skills (Ofsted) and the Area Safeguarding Coordinator will be notified.

Chapter 2 - Children's Behaviour

Positive Behaviour Support Approach

One of the central components of positive behavioural management approach is to enable the young person to engage in meaningful activities and relationships. Changes in a young person's quality of life are both an intervention and a measure of the effectiveness of an intervention. Staff at Fieldview are skilled in the delivery of positive interventions, as well as organised and supported in such ways that they can support young people positively. Specific approaches to 'positive behavioural support' may be required if staff are to be supported to deliver positive interventions to young people with a range of needs such as involvement in gang activity and criminal activity.

Positive behaviour support approaches have become established as the preferred approach when working with people with who exhibit behaviours described as challenging. The approach fundamentally rooted in person centred values, increasing personal skills and competence and placing emphasis on respect for the individual young person being supported, the quality-of-life improvements for the young person, both as an intervention and as an outcome is measured.

The core of Positive Behaviour Support is the design and use of a functional behavioural assessment to understand what reliably predicts and maintains the young person's problem behaviours and understand them. A young person may engage in problem behaviour because circumstances in both the internal and/or external environment. The functional assessment is a process for identifying these events that trigger and maintain problem behaviours. This process involves information gathering through record reviews, interviews, and observations and the development of summary statements that describe the patterns identified. Primary outcomes of the functional assessment process include:

- A clear description of the problem behaviour's
- Events, times, and situations that predict when behaviour's will and will not occur (i.e., setting events)
- Consequences that maintain the problem behaviour's (the function)
- Summary statements or hypotheses



- Direct observation data to support the hypotheses

The ‘Positive Behaviour Support’ approaches are

- 1) Strategies for changing the environment reducing or removing triggering events
- 2) Teaching new skills that replace problem behaviours, channelling
- 3) Eliminating or minimising natural reinforcement for problem behaviour
- 4) Maximizing clear reinforcement for appropriate behaviours using internal and external agencies.

Use of Positive Physical/intervention Control

Fieldview adopts the principle that positive physical restriction should only be used in specific circumstances i.e. where a young person is in immediate danger of harming him/herself or others where immediate action is necessary or substantial damage to property will be had unless the young person is held. Where physical intervention/restraint is deemed necessary, at least two members of staff will be present to minimise the risk to the young person and staff. Records of all positive physical intervention / restriction are kept and regularly reviewed to analysis patterns in behaviour and external factors that affects the young person’s response.

The home manager will regularly review the use of intervention and the quality of the strategies used by staff and outcome of any incident to ensure staff are suitable trained to undertake such restraint and are competent at undertaking this aspect of the young person’s care. In addition, staff are periodically trained and are assessed yearly as being competent to carry out physical interventions/ restraints by an authorised trainer.

All staff at Fieldview have been trained in the accredited STAIRS Model, with annual refresher training mandatory. As part of the assessment staff undergo extensive assessment as part of the training programme, which includes both practical and theory assessments. However, all staff are also training in de-escalation techniques as part of the STAIRS training to prevent the physical intervention in the first place.

Chapter 3 Contact Details

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Name of Registered Manager: Name of Operations Manager:	Avtar Dosanjh Leanne Breakspear
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Chapter 4 Education

We as children’s home and organisation aim to be champions for the children young people in our care and we take a proactive approach to support their success in education and recognise that we have a vital role to play in promoting children young people’s social and emotional development. All Children Young people at Fieldview have access to computers for homework and study. Fieldview can offer a safe and nurturing environment to assist with education onsite allowing the placing authority to resource a suitable education provision for the child /young person.

Whole team and organisation approach to education:

- We will celebrate the achievements of all young people in our Care.
- Our staff will have high expectations of the young person, encouraging achievement and ambition.
- Training will be provided so that all our staff understands the needs of young people in our care in order that they actively promote the young person’s best interests. That they are aware of a variety of issues that may undermine the young person’s ability to engage in the learning process
- There will be appropriate information sharing about individual young people in our care.
- Our designated person for education will ensure that positive messages about behaviour and achievement are shared within our home and between school, carers, parents (as appropriate) and outside agencies. They will also ensure that high educational expectations are maintained.
- We will actively support and encourage the engagement of young people in our care in out of school hours learning.
- Our staff will work in partnership with carers, agencies, and parents (where appropriate).



- We will support carers, parents, and other agencies to value educational achievement and improve attendance in school.
- Our staff will be aware that being or becoming 'in Care' has a major impact on a young person's lives and that when considering young people's learning and or behaviour, due consideration will be given.
- When the young person is admitted there will be a referral sent to Birmingham Council providing the young person's a SEN designated person.

Special Educational needs (SEN):

- Any special educational needs will be quickly identified, and appropriate provision will be sought.
- We will have systems in place so that we can identify and prioritise when a young person in our care is underachieving and have early interventions to improve this.
- Each young person has a statement of special educational need, we will ensure the annual review coincides with one of the six monthly care planning reviews to as much as possible ensure collaborative care planning

Chapter 5 Health

Fieldview is committed to delivering and accessing high quality healthcare services to the young people in our care. All young people who come to Fieldview House are subject to a full health needs assessment which covers all aspects of their physical and mental health and wellbeing. This is in line with the Guidance on Promoting the Health and Wellbeing of Looked After Young Children 2016.

The young person's individual needs are set out in healthcare and treatment plans, which detail how appropriate services are delivered, and by whom, these are subject to ongoing and formal annual review.

Primary care is delivered through our local GP practice and these services are accessed as in any ordinary family home, by visiting the surgery or home visits where needed. We will have an arrangement whereby the practice nurse offers support to care staff to deal with minor ailments and non-emergency issues, such as young personhood immunisation, and general wellbeing. Through the GP practice we also access the services of a dietician when needed.

Secondary care is provided either by the originating NHS Trust for the young person, or by arrangement with West Midlands PCT or their partnership Trusts. These arrangements will be assessed and agreed at the point of admission to Fieldview and will form part of the health care plan.

Dental care is delivered through a service level agreement with the Special Needs Dental Service of West Midlands PCT, who can provide visiting dentist clinic and refer young people to the sedation service where treatment is required. Young people can of course retain their family dentist if they choose.



Although not recognised as a Therapeutic provider, some of our staff are trained in various Therapeutic approaches and we will work with Independent therapeutic consultants such as TESS (Therapeutic Emotional Support services) who can offer support in developing assessments and measuring the outcomes of each intervention used in the young person's health plan / care plan, if this is required. This service can be provided for the young person on the request of their placing Local Authority.

As therapeutic care is delivered as part of all care provided, this will remain as a matter of course with all young person. Over the next 12-18 months the Registered Manager will work towards the home being accredited with Therapeutic Blueprints Care after identifying the right model for the home, staff and more importantly the children young people within.

Chapter 6 Management and Staffing

All staff have completed a structured safer recruitment process ensuring that our team are safe to practice within our home and are regularly monitored and updated.

All staff receive an in-depth induction which lasts twelve weeks and are supported by management throughout their roles.

Training is provided monthly to ensure all children receive the right levels of care and staff have the right competencies to meet our children's needs.

Development plans help ensure all staff remain continuing developing within their practice and roles and remain on top of expectations and competencies

All staff receive monthly supervision directly linked to practice progress and safeguarding and individual single subject supervisions to help guide our staff and continually learn throughout the month .

Robust systems are in place to raise awareness whistleblowing and ultimately safeguard our team and children through day to day practice in line with relevant policies

Registered provider:

The Registered Provider BKY Care Ltd is headed by Adam Breakspear who is a highly experienced funder in the Healthcare Sector, having worked with reputable Corporate and owner operated childrens and elderly care operators. His background is Finance and Banking. Adam is a highly respected and highly acclaimed individual in his field having spent over 22 years in the Healthcare Finance industry. Adam has been involved extensively with projects working with young people mainly in sport where he is level 2 cricket coach, having previously played professionally, along with supporting other local junior football and school summer schemes.

Registered Manager:

Avtar Dosanjh has over 17 years' experience in children's adults and family services as well as residential care specialising in children and young people with emotional and behavioural difficulties, Problematic sexualised behaviours as well as working with children and young people with learning difficulties. Avtar is qualified with CYP Level 5 in management in residential setting, Level 4 in residential childcare, Level 5 in child psychology and Level 4 in Counselling and psychotherapy. For 5 years Avtar had been part of the management team in his previous post and was pivotal in gaining Outstanding with Ofsted as well as supporting other homes through crisis.

Relevant Qualifications includes:

Level 5 leadership and management – Level 4 H&S residential childcare, Level 3 H&S Adults and children's work force, Level 4 Counselling and psychotherapy, Level 3 Adults education and training, Level 5 child Psychology.



Responsible Individual

John Baker

John has over 40 years' experience working within childrens residential services. John is a registered social worker with Social Work England, having worked his way through to operational manager working with specialist therapeutic care providers. He also holds a master's degree in child care law and Practice and specialises in practice and policy development. Along with his passion for Childrens Residential Care, John is also a member of several fostering and adoption panels. Outside of care John has a passion for football having managed and coached youth and adult football teams.

Operational Manager

Leanne Breakspear is an experienced office manager with 15 years' experience in the field of leading a successful team within her role at Enterprise Rent-A-Car. Her role allowed her to grow her people management skills and develop as a leader but more importantly a motivator. Leanne will be responsible for the day to day activities behind the care provided allowing Avtar and the team to focus solely on what is important, delivering outstanding care and support and helping children young people to achieve their dreams and aspirations.

Position	Name	Experience	Qualification
Home Manager	Avtar Dosanjh	Working with children adults and families for 17 years Working with addictions – attachment – trauma Counselling and psychotherapy – CBT CIN/CP/CIC/Residential care Managing children's substance misuse service Residential Care experience of support worker senior and deputy Adult education training and development	<ul style="list-style-type: none"> Level 5 leadership & management Level 4 counselling and psychotherapy Level 3 adult education & Training Level 4 Children and young people family practitioner Level 5 Child Psychology Level 7 Project development (working towards)
	Deputy	VACANCY	FULL TIME
Senior Support Worker	Yasminne Mendonca	Care: Working in a laboratory in a cancer project for 5 years in Brazil. Volunteering: for woman with stage four cancer – Palliative care for 8 years. Progression coach: doing one-one sessions with teen dealing with eating disorder, depression, and emotional instability. Hospitality: 2 years as a F&B manager and 5 years as an assistant manager in hotels around the UK.	<ul style="list-style-type: none"> Bachelor's Degree in biomedical science Bachelor's in hospitality management Undergraduate Psychology student (present) A-level in Psychology Stress management Play Therapy (present)

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			<ul style="list-style-type: none"> • Level 4 Children and young people family practitioner (present) • Resilience in Children Expose to trauma (present).
Senior Support Worker	Sabrina Vitale	Sabrina is a sociable, hardworking and flexible person who's always up for getting to know people and up for any challenges within her career Sabrina has worked in care with adults in MH and elderly for many years reaching team leader status and is now looking to embed her working skills into the children's residential sector	<ul style="list-style-type: none"> • NVQ4 residential child care (awaiting certificate) Child psychology level 5 (waiting for certificate) Counselling skills level 7 Diploma(started)
Senior Support Worker	Mardoche Koko	Mardoche has experience working with children in CAMS units, forensic, residential homes , supported living and medium secure, low secure mental health units. Mardoche is currently working towards completing Level Health and social care as well as NVQ3 residential child care which he is scheduled to complete for July 2022 Mardoche has been with BKY from the beginning of our children placements and remains an integral part of both child and team development	<ul style="list-style-type: none"> • Awaiting Level 4 Children and young people family practitioner (present) • Working towards a level 5 a health and social care • Btec extended diploma in level 3
Senior Support Worker	Elisha Howell	Elisha has worked in residential care for 3 years within an Outstanding therapeutic EBD/Attachment and trauma home and has worked through roles as RSW and acting SRSW Key worker and Shift leader roles. Elisha recently qualified and is awaiting certificate receipt within NVQ3 Children's residential child care Elisha in her own time is a singer producer and song writer and is able to utilise these skills within her practice with young people	<ul style="list-style-type: none"> • NVQ3 residential child care (awaiting certification)

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Residential Support Worker	Leticia Sanchez	Leticia has recently joined our team and is new to the world of residential care. However Leticia has 4 years experience working with children's and families on the palliative wing of a large NHS hospital where she worked to support victims of COVID 19 Coming out of COVID lockdown Leticia has decided to develop her career supporting young children in care and wishes to create happy memories for our children through her appreciation and value of life	<ul style="list-style-type: none"> • NVQ3 residential child care (enrolled)
Residential Support Worker	Meawish Ali	Meawish has worked within children's residential care for some months before transitioning into BKY care in November Meawish is skilled in play therapy and is working towards completing her masters degree in As well as NVQ3 residential childcare which is predicted to be completed by November 2022 Meawish is known as little miss sunshine within our home and always remains happy	<ul style="list-style-type: none"> • Level 3 diploma in children's early years education • Bachelors of Arts in Childhood family and education studies • NVQ4 residential child care (working towards)
Residential Support Worker	Claire Gallacher	Claire does not have direct work experience working with children but has gained a wealth of life experience from supporting family. Claire has been in hairdressing for 15 years and is funny positive and eager to help make a difference	<ul style="list-style-type: none"> • NVQ4 residential child care (working towards)
Residential Support Worker	Eliel Lemvoka	Eliel is new to residential and has been a carer for young family members for quite some time Eliel loves sports and games and is actively engaged with all young people Eliel is young energetic and eager to learn and is looking to build a career within residential care	<ul style="list-style-type: none"> • FULL TIME
Residential Support Worker	Marriyah Azam	Marriyah is new to residential care and has a background in sales and currently in process of completing her social workers degree. Marriyah is creative young and connects well with our YPs and is looking to develop a career in	<ul style="list-style-type: none"> • FULL TIME

		residential care once completed degree	
Residential Support Worker	Shazia Waheed	<p>Shazia has worked within an outstanding home for almost three years and has gained her NVQ3 in residential care whilst in post as sessional.</p> <p>Shazia has also gained early years experience for over 5 years and has transitioned into part time role looking to progress into full time towards the end of the year should she feel comfortable with children's and adults abilities to communicate using lip reading. At this stage we are all managing really well.</p> <p>Shazia is resilient and intelligent and very child centred and has managed to make and maintain positive relationships with both children and adults within our home</p>	<ul style="list-style-type: none"> • NVQ3 in residential care • BSL British sign language
	RSW Vacancy	VACANCY	FULL TIME

Glossary of policies available on request

- ❖ Child Protection
- ❖ Missing Children
- ❖ Safer Recruitment
- ❖ Health & Safety Interventions and Promotion
- ❖ Physical Intervention/Restraint
- ❖ Behaviour Management
- ❖ Diversity and Equal Opportunities
- ❖ Education
- ❖ Admissions
- ❖ Radicalisation
- ❖ Gang awareness & sexual exploitation
- ❖ E-Safety