



Klear Futures

MEADOWBROOK HOUSE

Statement of Purpose

65 Meadowbrook Road

Lichfield

Staffordshire

WS13 7RN

Ofsted URN: 1234567

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1. Organisational Overview - Klear Futures

1.1 Klear Futures was founded by Julie and Mark Childs who had the commitment and desire to provide a service that is ‘the difference that makes a difference’ in children and young people’s lives. Through experience in various roles, working in services for young people, a need was identified to provide a safe place which gave young people a supported route out of vulnerable and harmful situations. A place that develops personal responsibility whilst providing high quality, supportive and restorative care, and a place that understood the social ecology around these young people and worked equally within, and through, these systems. This idea became “Klear Futures”.

2. Quality and Purpose of Care

2.1 Position Statement

Meadowbrook House is a residential children’s home which provides the highest quality care and substitute parenting for up to four children who are or have experienced social and or emotional behavioural difficulties (EBD) and as such may include: -

- Anti-social and challenging behaviours
- Violent or aggressive responses to anxiety
- Extreme risk taking
- Self-Harm
- Substance misuse
- Absconding
- Compliance and authority issues
- Offending and misconduct
- Refusal to engage with education
- Likely admission to secure provision

Children whose behaviours are extreme e.g. patterns of arson will not be considered for a placement given the ethos at Meadowbrook House. A fundamental objective of Meadowbrook House is to ensure



that we provide ongoing intensive individual attention, stability and support to children who have experienced disrupted development and multiple placement moves. The daily running of Meadowbrook House is based on a structured day with clear routines, firm boundaries and personalised care. Our approach to managing children displaying challenging behaviours is resilient, personalised, positive and non- prejudiced. We emphasise the ethos of positive relationships based upon mutual respect, understanding and the need to function effectively as part of a group. Our residential support workers act as positive role models and support children to make safe and healthy choices, reduce challenging behaviours and ensure that children are able to realise their potential through learning, fun and play. Staff ratios enable quality time and attention to be spent developing these relationships.

Meadowbrook House is not an institutionalised home and should never be referred to as a “unit”. We take pride in the appearance of Meadowbrook House; our decoration and furnishings are of a high standard. We afford children all the experiences and opportunities they need to equip them for the transition into adult life. Children’s voices are heard, and they are empowered to make decisions in the running of the home when appropriate. Creative and practical solutions are sought to ensure that care plans and protection plans are implemented fully.

Meadowbrook House will provide: -

- 52-week care and treatment for children aged between 7 – 17 years
- Access to a fully individualised education programme (where requested)
- Day and night support including a high adult to child ratio within the home
- A robust 24-hour management on call support system
- Children can expect two weeks’ vacation a year away from Meadowbrook House
- Children will receive weekly pocket money as well as their own toiletries and clothing budget.
Key workers will support children to manage these budgets
- In depth observation reports of children’s progress will be provided on a regular basis
- Life story work (as requested)
- Access to expert consultation, assessments and therapy (where agreed)
- Family work that may facilitate a return to the family home



2.2 Ethos of the Home (Progressing Outcomes)

Professionalism in our work implies high standards, tenacity and dedication. We act as champions and advocate for the children placed in our care. Quality relationships between the children and the residential support workers are a significant feature in effecting change in the children. Our staff to child ratios reflect this, allowing quality time to be spent developing significant relationships. There is an emphasis on finding solutions rather than dwelling on problems, this requires traditional boundaries.

We are child centred and measure success by achieving good outcomes. Working with children should be fun and our aim is to enjoy all the facets of living together. Children will have access to specific therapy and psychological assessments as directed within their Care Plan. A range of resources will be provided, designed to meet the individual needs of the children placed at Meadowbrook House. Staff will adapt to the needs of the child and ensure that their safety, security, care and development are of paramount importance always.

The philosophy is to meet individual children's developmental needs through the deliberate promotion of ordinary experiences – family values, respect, caring, education, social and leisure pursuits and good health. An emphasis is placed upon each child receiving individualised care within a framework and structure of routines, clear expectations, good parenting and safe emotional and physical containment.

We believe that each developmental stage needs to be experienced and that if every stage of development is experienced in some way, the young person will be more able to manage everyday situations in a positive manner. We are mindful that caring for traumatised children can impact on the emotional well-being of our residential support workers and recognise the need for high quality training, frequent and insightful supervision.

Through the work we undertake, we are seeking the following outcomes, for each individual young person:

- Improved education attendance
- A reduction in anti-social behaviours



- Improvement in self-esteem / self-worth
- Positive attitudes & increased motivation
- A level of respect & open mindedness
- Physically healthy & emotionally stable
- The skills & ability to live independently and make informed choices
- The ability to communicate & work as part of a team in support of positive outcomes

2.3 Description of Accommodation

After an initial settling in period each bedroom is personalised in the children's own choice of colours. All furniture is matching and of a good quality. The room will contain a bed, chest of drawers, bedside cabinet, wardrobe and a desk for private study. Each child will have their own key to their room. Staff will ensure that children's privacy is respected and will always knock before entering their room. Children will not share bedrooms whilst at Meadowbrook House.

Children aged between 7 – 17 years (including sibling groups) that meet the matching and placement criteria for Meadowbrook House would be accepted into placement. Consideration will be given to age differences when deciding whether a child is suitable for a placement at Meadowbrook House. Children with emotional and behavioural difficulties will be considered for 1 of the 4 residential placements at Meadowbrook House.

Meadowbrook House is a residential children's home and has been developed as part of a commitment and desire by Klear Futures to provide high quality child centred care to children who are unable to live safely within a family setting. Meadowbrook House is thoughtfully decorated and furnished to a high standard; it is homely, calming, and comfortable and celebrates the achievements of the children who live there. Children are consulted regularly on issues concerning the day to day running of Meadowbrook House and are actively involved in its decoration. Meadowbrook House is a large house comprising of six bedrooms (four for children and two for staff), two large lounge areas, a spacious kitchen and three separate toilet facilities, bathroom and shower rooms across two floors. There are not sufficient facilities for Meadowbrook House to provide care to young people who are severely physically disabled or have some specific special needs.



2.4 Location of the home

The large spacious residential home is situated within a residential area of Lichfield with access to local amenities. The home has been recently refurbished to provide care for up to 4 young people of either gender and is fit for its purpose of residential care home. The towns of Lichfield and Rugeley are a short drive away with access to a range of shops and activities and places of interest.

2.5 Arrangements for supporting cultural, linguistic and the religious needs of children

The homes proposed arrangements for supporting the cultural, linguistic and religious needs of children is for staff and home management to work towards ensuring children are supported and nurtured to develop a healthy understanding of different religions and faiths. Klear Futures believe children should be able to make informed decisions regarding their beliefs and faiths, therefore staff will ensure that children are always supported to learn through a non-judgemental approach to religious instruction and teachings.

Further learning relevant to religious observance will be facilitated through access to books, supervised internet sessions, learning materials and staff role modelling. Children will be encouraged to respect the religious choices of others.

Children wishing to visit a place of worship to participate in services will be supported to do so. Staff at the home will ensure that any religious dietary requirements are followed and that children are empowered to make informed decisions regarding the determinations of their beliefs.

2.6 Complaints

Meadowbrook House complaints procedure outlines the actions a child or their representatives should follow if they wish to make a formal complaint. The aim is to demonstrate to children that they are being heard and that action is being taken. Most problems or disagreements that arise in daily life can be resolved through discussion and negotiation which lead to a positive resolution.

We believe this is appropriate and healthy for the children as they learn both personal and social skills and interactions which are part of everyday life. There will however be occasions when children may remain dissatisfied because, for example:



- They feel strongly about an issue and are not comfortable with a suggested compromise
- A problem has been left unresolved
- They feel no one has really listened to their wishes or views
- They feel they are being / have been treated unfairly

Staff understand that children may be reluctant to make a complaint. They may not feel confident or they may be frightened of what they perceive may be the possible negative consequences for themselves. All the adults working with children will be sensitive to such feelings. Children have a right to be treated with respect and dignity, and have a right to complain if they feel they are not being treated fairly. All adults employed Klear Futures will support and empower children to make full use of the Complaints Procedure. This includes facilitating children's access to an independent advocacy service. All children will be provided with a guide on how to use the Complaints Procedure, when they are first placed. A copy will also be provided for all adults who hold parental responsibility for the child and professionals involved in their care

All complaints communicated verbally, or in writing must be submitted to;

Mark Lockett – Registered Manager

Email; Mark.Lockett@klearfutureslimited.co.uk

Mobile; 07751 393286

Should the complaint be in relation to the registered manager the complaint must be forward in a sealed envelope to;

Julie Childs – Company Director (Klear Futures)

Klear Futures Ltd

26 Franklin Drive

Burntwood

Staffordshire

WS7 0DA

Email; julie@klearfutureslimited.co.uk

Mobile; 07855 367403



2.6 Access to Child Protection and Behaviour Management Policies

To request a copy of any Klear Futures policy please contact the Registered Manager or Operations Director who will be able to supply either a printable or electronic copy whichever is applicable. Children in residential care need to be protected from potential sources of abuse. Klear Futures acknowledges this and that needs of the child are paramount and underpin all child protection work.

We will ensure that children are in our care kept safe by:

- Ensuring that all statements or allegations of abuse made by children are always taken seriously and investigated thoroughly.
- Working within Local Authority Safeguarding procedures; these will be accessible by all staff via home computers and printed hard copies.
- Having access to a Responsible Individual to oversee all concerns/allegations of abuse within the Local Authorities Safeguarding Procedures.
- Ensuring good working relationships with Local Authority safeguarding teams.
- Undertaking an initial matching process, or impact risk assessment applicable to the admission of each new admission.
- Risk assessments are reviewed regularly and updated where necessary.
- Having a highly visible and transparent whistle blowing policy.
- Maintain a high staff to child ratio at all times.
- Training all staff team members in recognising the signs and symptoms of abuse and being competent in reporting and recording any safeguarding child protection concerns.
- Undertaking monthly Regulation 44 visits by experienced, trained independent competent individuals.
- Regular monitoring and analysis of all incidents. This is undertaken regularly by the Registered Manager and independent consultants as and when required.
- Implementation of an in-depth and reflective Quality Assurance and Governance Policy.
- Remain conversant with all or any newly published or implementable safeguarding care practice.



3. Views, wishes and feelings

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

Children are afforded every opportunity to engage in the shaping and developing of their home. A children's consultation policy and engagement timelines are implemented to promote children's voice and positive communication to key individuals within the organisation. Children's 'Weekly Meeting' has minutes taken with issues arising from this meeting dealt with by the adult team at source or if involve additional resources to resolve such as a budgetary implication will be forwarded to the homes manager who will mandatorily receive a copy of any minutes taken and response in a timely manner.

Key working sessions take into account children's views about the running of the home, and any associated complaint or concerns are addressed and responded to as soon as possible to reinforce to children that they are cared for and their opinions valued. Staff are approachable and genuinely interested in the children's views; they promote positive self-expression and encourage children to voice their thoughts and ideas about the running of the community.

Social workers, families and key stakeholders are periodically contacted for their views in the running and operation of the home and have opportunity to engage and shape the service also. Advocacy services are positively and widely acknowledged within the home as another avenue children could use to promote their feelings.

3.2 Anti-discriminatory practice in respect of children and their families

Through positive and empowering practice, children are aware of their rights and responsibilities to support each other. The Children's Handbook contains information about how the home will respond to any incidents of discrimination from or toward other children and how these will be responded to. This handbook will also contain contact details for a range of advocacy services and we will ensure that this service is understood and utilised as appropriate by our children. Compass Children's Homes complaint process will be clear and available to all staff and children; it is robust and fully supports the message and ethos of integration and anti-discriminatory practice.

All practice, policies and procedures will promote children's understanding and acceptance of others in order to live together harmoniously



3.3 Children's Rights

Staff are committed to anti-discriminatory practices. They celebrate cultural expression, individualism and the unique differences of children and our staff. The continuous training and development of staff ensures that they are equipped with the skills and knowledge to challenge discriminatory practice and children's rights.

4. Education

4.1 Management of Education (Regulation 8)

In support of the of Regulation 8 it will be an expectation that the Registered Manager will endeavour to have every child at Meadowbrook House enrolled in a mainstream school within a reasonable timeframe after admission and in a reasonably commutable vicinity of the home.

4.2 How we support children with Special Educational Needs

"A local education authority shall (so far as their powers enable them to do so) contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient primary education, are available to meet the needs of the population of their area."

Children and Families Act 2014 (Sect 20)

Should the above not be achievable in lieu of the child's requirement of special the home will work in collaboration with local authorities to explore alternate special educational needs facilities in support of a child residing within the home. In this situation the Registered Manager will collaborate with local authorities to pursue the educational facility corresponding to a child's specific need.

At Klear Futures we fully understand the importance of education in increasing life chances and outcomes for the children in our care. In order to provide the best education opportunities for our young people we work closely with local authorities virtual and the other mainstream schools the will be eligible to attend.

Continuous communication and a multiagency approach will be key to our motivation and drive to ensure young people access their full statutory entitlement to education and we proactively challenge this when for whatever reason it is not happening. Our residential staff team will



undertake regular training about how to promote education for looked after children and by doing so ensure academic progress is tracked and monitored to make certain any changes in educational issues are identified quickly and supported.

4.3 Education Partners

The home has the necessary infrastructure to facilitate children's educational development, aiming to achieve an environment in which development and learning occur throughout the day. Within the home there are designated study areas for private study, with a computer safeguarded by web filtering security and restricted access software. There are also up-to-date books, music and board games to help children to relax and learn in comfort. Designated homework periods are put in place to provide support to children with their school work. Furthermore, keyworkers will attend Personal Education Planning meetings, parent's evenings and similar education support meetings.

4.4 Educational Support Provided (outside School hours)

To enrich the education children will be experiencing in their schools we intend to offer an Assessment and Qualifications Alliance (AQA) scheme which focuses predominantly on personal, social and learning behaviours. Collectively we have a strong commitment that we act as a 'good parent' for the children in our care and strive to ensure that we consistently champion education.

5. Enjoy and Achieve

5.1 How we support the young people to Enjoy and Achieve

The Meadowbrook House team understands the importance of leisure and recreation in a child's development. These experiences help children to develop core life skills to take into adult life, improving their self-esteem, social interactions and problem-solving skills – whilst seeking to nurture a more active, healthy lifestyle. Activities or 'Play' offers a stress-free, enjoyable environment for the child – important as many children may have had negative experiences already in their lives.

Where appropriate, children are encouraged to engage within the local community, by joining community-based clubs such as Sports and Leisure Clubs. All activities would be fully supervised to promote safety and well-being of the children.



Examples of what can be offered to children include hiking and biking trips, horse riding, fishing, and camping trips. Even with no pre-arranged activity, just spending time in the large, open spaces surrounding Meadowbrook House will make the children's play naturally more diverse and imaginative – improving their awareness of the environment in which they live.

The home is in close proximity to larger towns such as Lichfield and Rugeley. There are many structured activity venues close by, such as:

- Beacon Park
- Garrick Theatre
- Delta Force Paintball
- Midland Karting
- Bunker Hill skatepark
- Lime Sky craft & design centre
- David Lloyd; Gym, Swimming and Fitness

By attending the City Centre, we can offer more structured activities such as trips to the cinema, and access to the Friary Grange & King Edward VI leisure centres

6. Health

6.1 Arrangements to Protect and Promote Health of the Children in the Home

Each young person is registered with a local GP, dentist and optician. However, healthcare at the home extends beyond these basic needs and children and young people are encouraged to address their health in a holistic way, an example of this inclusive approach are discussions within the weekly 'children's meeting' to discuss home matters including dietary preference for the coming week. Everyone is involved in menu planning, preparation, presentation and clearing up with an emphasis on balancing, the 'five a day' principle and increased vegetable consumption. Evidence shows there are significant health benefits to getting at least five portions of a variety of fruit and vegetables every day being five portions of fruit and veg in total, not five portions of each.

Each young person has exercise/physical activity as an important part of their programme. This is designed to accommodate ability but essentially aims to take them out of their comfort zone in



terms of physical challenge. Emotional and physical well-being is seen as complementary to one another. Children and young people are also advised and educated in age appropriate sexual health, respect of medicines, substance, nicotine and alcohol abuse.

The Registered Manager and Senior staff members are identified as the child's representative's in order to ensure that each child or young person enjoys full access to all local relevant local service provision. A range of resources will be provided, designed to meet the individual needs of the children placed at Meadowbrook House. Staff will adapt to the needs of the child and ensure that their safety, security, care and development are of paramount importance at all times. Should a child's health plan identify access to psychological and (or) psychiatric interventions, advice, support and provision will be sort through locally to the area of the home.

The home is a no smoking environment and children will be encouraged to address any smoking habits prior to admission through a range of mediums and support, from our local LAC nurse, to smoking cessation courses. Key-workers will work on individual plans for children coming into placement who have smoked. They will be involved in their own plan for stopping smoking which will be reviewed through meetings with key-workers and on-going discussions within the home.

Children's emotional and physical health will be given primary focus on starting placement. By implementing detailed care and individual health plans, and continuing to evaluate and support the children's individual health needs throughout the duration of their placement, Meadowbrook House will ensure that children are physically well, healthy and happy. All medical treatment prescribed is recorded appropriately recorded and all efforts are made to promote relationships with a local pharmacists, doctors, dentists and opticians.

7. Positive Relationships

All staff have a duty to actively promote and sustain contact unless it is not appropriate. Staff will assist children visiting their parent(s) / families, guardians in any way deemed as being in their best interests and agreed as part of the care plan. All contacts are recorded on the young person's file. Any variation in contact arrangements will be made in full consultation with the child's social worker and or local authority. It is the responsibility of staff to monitor contact in the best interests of the child to



ensure the experience remains positive. Under no circumstances will contact be cancelled as a result of the child's behaviour unless the behaviour presents a safeguarding risk to the child or others.

All visitors to the home will be expected to confirm their identity and then asked to sign the Visitors Book. Staff at the home reserve the right to refuse entry to visitors and may ask visitors to leave the premises should they believe the visitor's behaviour is unacceptable, inappropriate or presents risk to the children or staff team.

8. Protection of Children

8.1 The Homes approach to monitoring and surveillance of children

In order to protect and care for all the children within the home, support workers ensure that children are offered high levels of support and engagement throughout the day. Observation ratios of 1-1 staffing are used by the carers as the primary technique to promote each child's safety and security. This would act as a primary means of supervision and surveillance however, due to the vulnerable nature and specific individual behaviours of the children placed at the home, a door alarm system is in place within each child's door as a safeguarding measure.

This system alerts staff that a child has come out of their room and therefore ensures that the staff on shift are able to offer any support that they may need. The use of this system is risk assessed on an individual basis however it is envisaged that all children placed within the home will require this level of observational surveillance. In cases where additional supervision is required at night, staff undertake 'waking night duties' with any additional carers being utilised as necessary and as required.

8.2 The homes approach to behavioural support

Children need to experience consistent, nurturing care to develop healthy relationships. Some children who are looked after will not have experienced this, and will test the boundaries set for them to see how far they can be pushed. Many children will have experienced chaotic family lifestyles where expectations of personal conduct and behaviour constantly change.

At Meadowbrook House we do not seek to stop the expression of a child's anger, which may be justified and even helpful. As an alternative we elect to offer the support to help each child channel



their anger and encourage each child to learn how to express their feelings in suitable and constructive ways.

Behavioural expectations and the corresponding sanctions for negative or poor behaviours will feature as an item in the homes Children's Guide along with a discussion on admission around positive and negative sanctions resulting from behaviours in the home. Sanction will be used as a means of either holding children account for their actions or recognising good ones whilst developing a sense of responsibility. Examples of sanctions are;

- Reparation – helping towards the cost of repair or performing a task that makes amends
- Restitution – repairing or replacing e.g. A reduction of pocket money to offset the cost of damages
- Loss of privileges
- Loss of leisure activities
- Additional house chores
- Time out

This ethos is supportive and aims to develop self-control in children, although there are times when adults need to manage children's challenging behaviour. The emphasis, however, will be on rewarding good behaviour, rather than punishing or reprimanding bad behaviour. Children cannot be allowed to put themselves or others at serious risk of physical harm or to damage property. We believe we have a duty to intervene in such circumstances

8.3 Management of restraint and physical intervention

All the homes staff team are trained to assist children to develop coping strategies and develop their behaviour. As a fundamental element of every staff members induction training they will undertake a 2-day Team – Teach, compatible with all Positive Behavioural Support (PBS), behavioural management strategies. The Team – Teach training framework encompasses a range of recognised good practices, rather than one exclusive, prescriptive, therapeutic approach. The physical techniques provide a gradual, graded system of response commensurate with the situation, task and individuals involved, allowing for phasing up or down as dictated to by the circumstances at the time. Staff are encouraged



to make a risk assessment, both before, during and after any serious incident involving positive handling. Running parallel with this risk assessment is the "duty of care" question they have both to the child in crisis and themselves.

9. Leadership and Management

9.1 Details and work address of;

9.1.1 Registered Provider

Klear Futures Ltd
26 Franklin Drive
Burntwood
Staffordshire
WS7 0DA

9.1.2 Responsible Individual

Mark Childs
26 Franklin Drive
Burntwood
Staffordshire
WS7 0DA

9.1.3 Registered Manager

Mark Lockett
Meadowbrook House
65 Meadowbrook Road
Lichfield
Staffordshire
WS13 7RN



9.2 Details and Qualification and experience of staff (see appendix A data)

Operations Director – Julie Childs

Qualifications:

CQF Level 3 Diploma (children and young people's workforce social care) 2015

Level 2 preventing bullying 2016

Emergency First Aid at work 2015

Basic food hygiene 2010

Diploma In the art and science of Neuro Linguistic Programming 2014

Health and safety 2015

Child protection Day 1 & 2

HIV/Aids Awareness 2008

Children who are born with addictions 2010

What happens to asylums when they enter the country? 2010

Skills to foster 2007

Being an appropriate adult 2009

Safer caring 2010

Cyber bullying 2010

Culture, identity and religion 2009

Level 2 Food safety in catering 2013

Fire marshal training with fire extinguishers training 2014

NCFE Level 2 certificate in Equality and Diversity 2014

Safeguarding of children awareness 2014

Currently enrolled on Health & Social Care in Residential (Level 5)

Experience:

My working career with children/young people began in 2007 when I started dedicating my time to looking after the needs of vulnerable children/young people that we fostered in our home. The young people had a variety of complex needs stemming from verbal, sexual, physical and mental. We support and nurture to aid their transition period from being taken out of family homes/place of care and placed with us until a decision can be made about their future.



I have worked for several years in residential EBD children's homes. I have worked as a senior member of staff, deputy manager and covered as the home manager when needed. I have covered many different shift patterns, 1 on 2 off, 2 on 4 off and 3 on 4 off. I have done lone working, 1-1, 2-1 and 2-3 ratio. I have been involved with home contacts, family contact, integrating young people into fostering families from care or to independent living. I have been an appropriate adult for young people whilst being interviewed at police stations and conducted contact between families at arranged centres.

Responsible Individual – Mark Childs

Qualifications:

Skills to foster 2007

HIV/AIDS Awareness 2008

Cyber Bullying 2010

What happens to asylums when they enter the country? 2010

Safer Caring 2010

Experience:

I have dedicated several years of my to fostering vulnerable children/young people. We as a family took into our home children that had been emotionally, physically, sexually and psychologically abused. This was a very testing, stressful, emotional time but very rewarding job which I found to be so fulfilling at the end of each day to see the difference you can make to a you person's life in such a big way by having such a small input.

Registered Manager – Mark Lockett

Qualifications:

Degree in Offender Management BA (Hons) 1:1

Foundation Degree in Offender Management 2:1

L5 in Coaching and Mentoring in Management (CMI)

L4 NVQ In Leadership and Management

Foundation Management (Train the Trainer)

Preparing to teach in the lifelong learning sector (PTTLS)



Ofsted Registered Home Manager

Courses Attended (2016)

Deprivation of Liberty (DOLS)

Child Sexual Exploitation and Trauma (CSE)

L4 award in managing the risk of aggressive and challenging behaviour

Management of actual and potential aggression (MAPA) Instructor

Courses attended (2017)

PRICE restraint training

IOSH Certificate (Managing Safely)

Management of Self-Harming Behaviours

Training completed (2017)

Personality Disorder Awareness

Building Resilience & Peer Supervision

REACH model (Resilience Education Acceptance Holistic Child-Centred)

360 Safeguarding

Safe Administration of medication

Anti-bullying management and strategies

Deprivation of Liberty (DOLS)

Equality and Diversity

Infection Control

MAR Charts & Dispensing of Medications

Practical Fire Safety

Infection Control in Children's Homes

Health & Safety in Children's Homes

Radicalisation and Extremism

Food Safety and Hygiene Matters

Previously enrolled on Health & Social Care in Residential (Level 5) with last employer. Not currently enrolled



Experience:

Mark has recently applied to join Klear Futures as a Registered Home Manager having first taken up the position of a Home's Manager in May 2015 working within a residential Child Sexual Exploitation and Trauma placement. In 2016 Mark relocated homes to run a Child Adolescent Mental Health (CAMHS) home under CQC registration guidelines but of late, in 2017 became Head of Healthcare for a female prison. Within his former 14-year prison service career Mark achieved the position of Operations Manager managing within multiple prison establishments and a custodial Therapeutic Community. Mark's most recent role has been with Compass Children's Homes in a Registered Manager position.

Meadowbrook House staff team is made up of a Home Manager, 3 Senior Residential Support Workers, 6 Residential Support Workers and a bank of Sessional Workers to assist when required. Wherever possible a mixed-gender working team will be on duty to ensure that the children experience a nurturing environment where all their needs are met.

Meadowbrook House is staffed according to the specific needs of the children in placement at any one time. The staff team are resilient, well trained and expected to support each child they care for with enthusiasm, dignity and respect them as individuals. Meadowbrook House will comply fully with the Children's Homes Quality Standards and Regulations under the Care Standards Act, and all other legislation and regulatory guidance. Klear Futures will ensure every person employed to work directly with children has the necessary dedication, commitment and skills sets and are thoroughly checked and vetted. We also work closely with independent consultants on matters such as health promotion, fire safety, therapeutic requirements and legal issues.

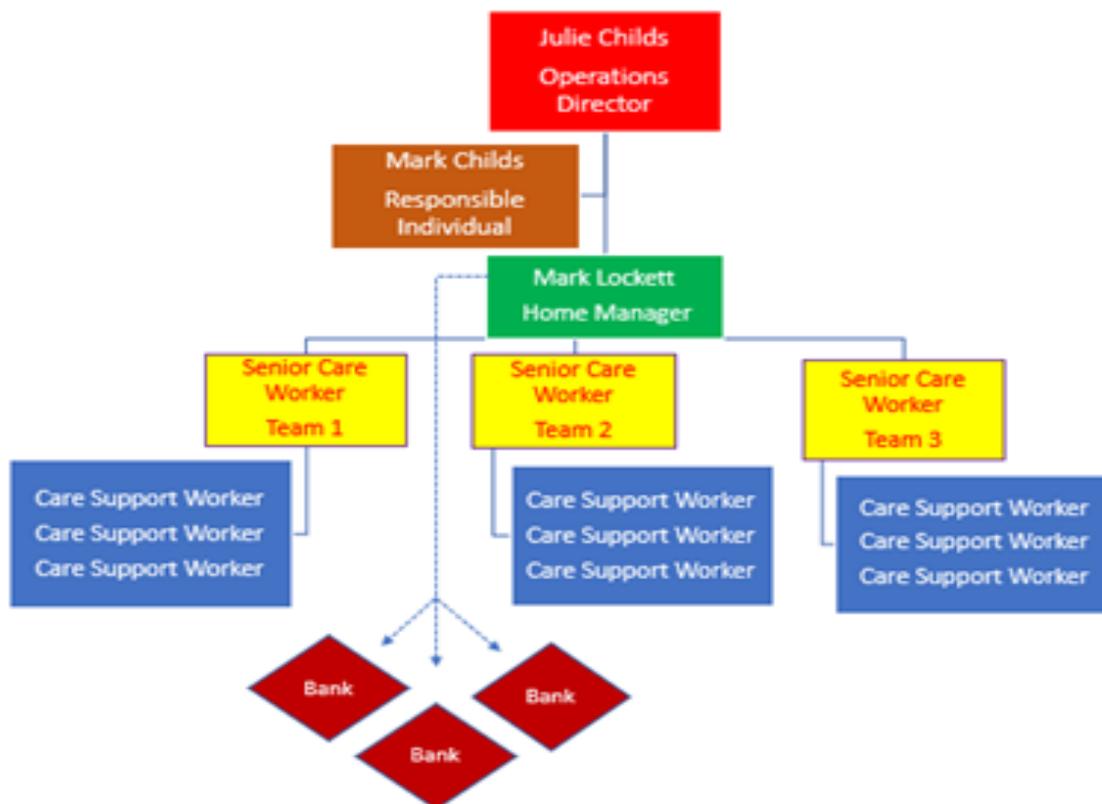
9.3 Professional Supervision

Our approach to staff training, supervision and development prioritises and emphasises the therapeutic nature and the holistic culture of Meadowbrook House. All staff receive formal recorded supervision regularly. Supervision is carried out by a suitably experienced manager or senior staff member within Meadowbrook House. There is an emphasis on staff reflecting on relating to children with emotional and behavioural difficulties, and the guidance provided assists the staff with practical and solution based ideas to promote and develop positive change in children. Formal supervision is



complemented with additional more specific supervision which will be provided by the Registered Manager. In addition to supervision, all staff will attend regular Meadowbrook House staff team meetings. These meetings will incorporate all issues in relation to the successful management and running of Meadowbrook House. In addition to subjects such as health and safety, and management of the home, staff team meetings will incorporate an element of staff training and development. All staff have telephone access to Meadowbrook House senior staff (home manager or director) for support / guidance by way of 24hr x 7 day a week on call rota system.

9.4 Staff and Management Structure



9.5 Gender status of the home and positive role models

Klear Futures makes every effort to ensure that the staff team is gender balanced whilst recognising that this is not always possible. We always look to challenge Gender stereotypes. Numerous key work and therapeutically based scheduled support sessions look to address gender roles and promote appropriate role models.



10. Care Planning

10.1 Admission process

Admissions to Meadowbrook House will usually be planned to recognise that changes in a child and/or their family's circumstances can be difficult and traumatic. Meadowbrook House will respond to referrals made by local authorities looking to place children within the residential care sector. We understand the importance of matching and group dynamics and will ensure that new placements have a minimal effect on the children already living within Meadowbrook House.

All essential information will be matched against the criteria for placement at Meadowbrook House ensuring the suitability of the service in meeting the child's needs. - It is Klear Futures policy that no placement will be offered unless a comprehensive pre-admission risk assessment is undertaken. A decision will be made whether to offer a placement only after these assessments have been carried out.

10.2 Emergency admissions

Meadowbrook House has the capability to admit emergency placements but acknowledge the impact this may have on the children residing in the homes and the effectiveness of any matching process. As such, all decisions made regarding the placement of a child as an emergency will be made by the Registered Manager. The aim of admission to our home will be to make any child feel welcomed and supported through any potentially difficult transition or episode in their life.