

MAPLE HOUSE STATEMENT OF PURPOSE

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The following document is written in accordance with Schedule 1 of the Children's Home Regulations 2015 and any amendments thereafter.

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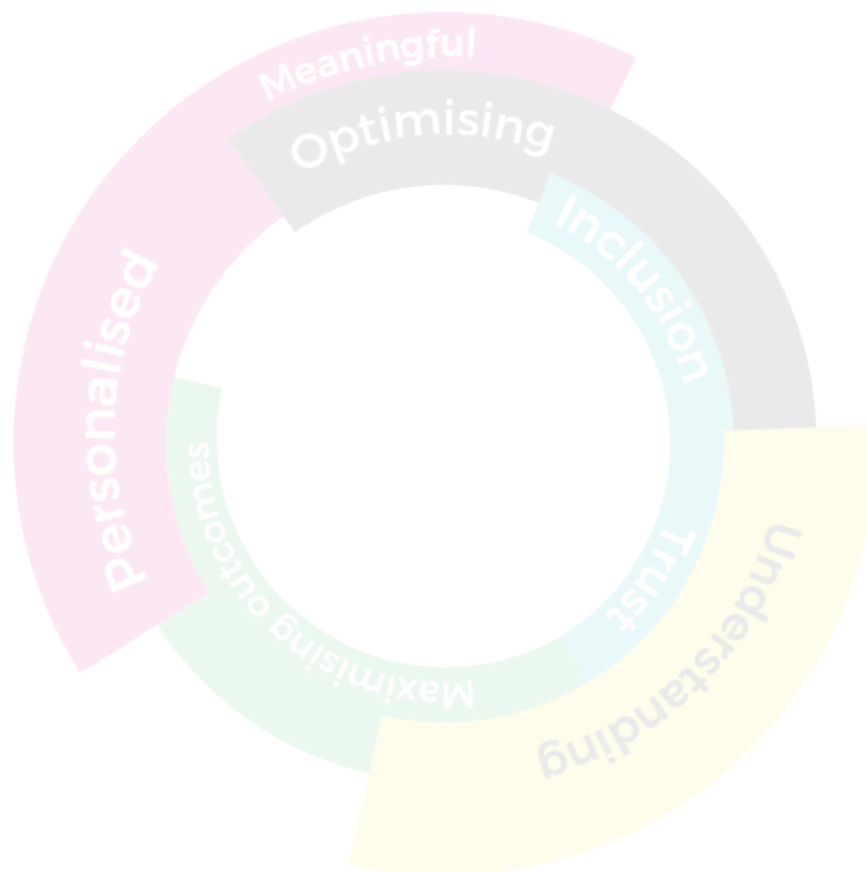
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1. Introduction

1.1 Welcome to Maple House

Welcome to Maple House, a three-bed residential children's home located in Harrow, providing 24-hour individualised care for children aged 10–17 years, of any gender. We specialise in supporting children with mild to moderate learning disabilities, which may include Autism Spectrum Disorder (ASD), Global Developmental Delay (GDD), and possible physical needs. Our home is designed to meet the diverse and evolving needs of the children in our care, ensuring they feel safe, valued, and empowered.

At Maple House, we take a holistic approach to care, addressing not only learning and developmental needs but also providing support for children with physical disabilities or special requirements. This may include assistance with mobility, health-related needs, and tailored personal care. We aim to create an environment that fosters independence while respecting each child's dignity and individuality.

Personal care is an integral aspect of the support we provide and is delivered in line with the Children's Homes (England) Regulations 2015 and the Quality Standards. This includes age-appropriate assistance and supervision with daily routines such as personal hygiene, dressing, and eating. Where children require prompting or supervision to complete these tasks, staff provide support in a way that encourages independence, builds confidence, and promotes progress over time.

Our team is extensively trained to meet the unique needs of children with learning disabilities and physical challenges. Training includes safeguarding, personal care, positive behaviour support, and specialised strategies for children with autism and developmental delays. We also work closely with healthcare professionals, including occupational therapists, speech and language therapists, and CAMHS, to ensure that children receive coordinated and effective care tailored to their individual needs.

By emphasising resilience, inclusion, and empowerment, Maple House provides a nurturing and supportive environment where children can develop essential life skills, build confidence, and achieve their full potential.

1.2 Legislation Framework

The Children's Homes (England) Regulations 2015

Reg 16 (1) The registered person shall compile in relation to the children's home a written statement, which shall consist of a statement as to the matters listed in Schedule 1.

Reg 16 (2) The registered person shall provide a copy of the statement of purpose to HMIC and shall make a copy of it available upon request for inspection –

- a) Any person who works at the children's home
- b) Any child accommodated in the children's home
- c) The parent of any child accommodated in the children's home
- d) The Placing authority of any child accommodated in the home; and
- e) In the case of qualifying school, the secretary of state, and Her Majesty's Inspector of Schools in England

Reg 16 (3) The Registered Person must:

- a) Keep the home's Statement of Purpose under review and where appropriate revise it.
- b) Notify HMCI of any revisions and send them a copy of the revised statement within 24 days of the revision.

Reg 16 (3) Where the home has a website the registered person must ensure a copy of the revised Statement of Purpose is published.

Reg 6 (1) The quality and purpose of care standard (2) In particular, the standard in paragraph (1) requires the registered person to:

- a) understand and apply the homes statement of purpose
- b) ensuring that adults understand and apply the statement of purpose

At Maple House, safeguarding is central to our practice. All staff work within the guidelines of Working Together to Safeguard Children (2018, updated 2023), which sets out the responsibilities of professionals and organisations to safeguard and promote the welfare of children. These guidelines are complemented by our comprehensive safeguarding policies and regularly refreshed staff training to ensure that:

- Every child feels safe and protected from harm.
- Children feel confident in communicating any concerns about their safety or well-being.
- Staff listen to and act on children's concerns, ensuring they are taken seriously.

By embedding these legislative and regulatory standards into our daily practice, Maple House ensures that the care we provide is not only compliant but exceeds expectations in promoting the safety, well-being, and independence of every child.

Personal care forms part of the support provided at Maple House, where appropriate to individual needs. This may include physical assistance, prompting, or supervision with tasks such as eating, drinking, bathing, dressing, and maintaining personal hygiene. Our approach is child-centred, promoting dignity, independence, and the development of essential self-care skills over time.

At Maple House:

- All personal care practices comply with current legal standards and are delivered in a way that respects the dignity, safety, and developmental needs of each child.
- Staff are trained to provide personal care while promoting independence, ensuring that children are supported to develop their own self-care skills over time.
- Systems are in place to review and monitor the quality of personal care practices, ensuring that they are consistent, respectful, and responsive to the needs of each child.

2. Quality and Purpose of Care Standard

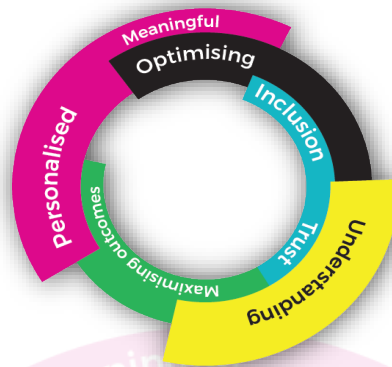
2.1 Position Statement

At Maple House, we believe in creating a home environment that enables children to flourish, regardless of their starting point. Our care model is built on relationships of trust, warmth, and positive reinforcement, combined with clear expectations, boundaries, and routines. We strive to build a comprehensive support system that involves not only our team of dedicated staff but also the broader network surrounding each child, including families, educators, and social workers.

Our systemic approach acknowledges the significance of the relationships in a child's life. By leveraging the child's community (network), we aim to create consistency and alignment in care strategies, ensuring that the child experiences stability and support in all areas of their life.

2.2 Ethos of the Home (progressing outcomes)

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



The ethos of Maple House centres on providing children with a nurturing environment where they feel safe, valued, and empowered. Our child-focused systemic approach involves understanding and leveraging the relationships that matter most to the child. This includes family members, friends, foster carers, social workers, educators, and other professionals. By integrating these relationships into the care plan, we ensure that the child's needs are addressed holistically.

Our work is guided by the following principles:

1. **Inclusive Collaboration:** We actively engage with the child's network to align care strategies and ensure consistency in meeting their needs.
2. **Strength-Based Support:** We focus on identifying and building on the strengths of the child and their network.
3. **Tailored Interventions:** Each child's care plan incorporates strategies that align with their developmental, emotional, and social needs, through collaboration with the child's professional network, resources and community.

Systemic Integration: Collaborating with educators, therapists, and family members to create a unified approach to care and development.

Enhanced Communication Tools: Supporting the child's ability to engage with their community through tailored communication strategies, such as the use of visual aids and other structured tools. These methods are designed to accommodate the needs of children with mild to moderate learning disabilities and potential physical needs, ensuring clarity and consistency in communication while promoting independence and confidence.

Restorative Practices: Encouraging positive relationships within their network to rebuild trust and promote emotional stability.

Trauma-Informed Care: Utilising interventions like Playfulness, Acceptance, Curiosity, and Empathy (PACE) to foster secure attachments and healthy relationships.

Objectives (Incorporating our Systemic Approach)

1. **Leverage the Child's Network:** Actively engage parents, foster carers, social workers, educators, and peers in the care and development of the child, creating a unified support system.
2. **Foster Stability and Resilience:** Provide a safe, nurturing environment that empowers children to build confidence, overcome challenges, and develop independence.
3. **Promote Collaboration and Alignment:** Work closely with the child's network to ensure consistency in care, education, and emotional support.
4. **Develop Holistic Care Plans:** Tailor care plans to address the child's developmental, emotional, and social needs while incorporating input from their network.
5. **Encourage Community Integration:** Support children in forming meaningful connections within their local community, fostering social skills and independence.

Practical Application of the Systemic Approach

Regular Multi-Agency Meetings: Convening with the child's network to review progress, align strategies, and address challenges.

Staff-Led Engagement and Liaison:

Maple House uses a team-based approach to engagement and liaison, with named staff members taking a lead role in communication between the home, the child, and their wider network. This ensures information is shared consistently, the child's needs are well understood, and support remains coordinated, while maintaining shared responsibility across the staff team.

Family Inclusion: Providing opportunities for parents and foster carers to participate in care planning, transitional activities, and decision-making processes.

Integrated Therapies: Partnering with external therapists and educators to deliver consistent, tailored interventions across settings.

This approach ensures that Maple House is not just a home but a collaborative hub where every aspect of a child's care is thoughtfully coordinated, enabling them to achieve their full potential.

2.3 Description of the Accommodation

Maple House is a mid-terrace home, and the layout of the home consists of:

Ground Floor

- Living room, which is equipped with comfortable sofas and breakfast bar.
- Shower/Wet Room
- There is a kitchen room with fully fitted cabinets, including safe appliances so that the children can safely partake in preparing meals with adults as part of their independence and life skills training. This promotes a family experience atmosphere providing communal mealtimes with adults.
- Main Office
- Bedroom 1 (allocated to a child)

First Floor

- Bedroom 2(allocated to a child)
- Bedroom 3 (allocated to a child)
- Study/Sensory Room
- Bathroom (allocated to bedrooms 1, 2 & 3)

Second Floor

- Staff sleep-in room ensuite.

Maple House offers a warm and nurturing environment where our children will be encouraged to have further input in personalising their home so that they are supported to gain a sense of belonging and feel at home in their surroundings. During the transition period, we use the child's views to make changes to the child's bedroom to provide familiarity and comfort. Whenever possible, we will engage with family members and/or previous

caregivers to support a seamless transition. The home has comfortable communal areas. Maple House is conveniently situated near local amenities and offers access to a wide range of facilities.

Our children have access to a separate Wi-Fi connection within the home, which is risk-assessed on an individual basis for their educational and leisure purposes. The Wi-Fi has the necessary privacy settings and parental controls to ensure that internet use is age-appropriate.

Each young person's bedroom has space for children to complete homework and leisure activities in the privacy and comfort of their bedroom. We support children with their homework in their bedrooms. Additionally, we provide devices to support them with online homework and social gaming.

There is an efficient and effective system in place to deal with the maintenance of the home whereby all maintenance issues are dealt with quickly and to a high standard through our preferred providers.

2.4 Location of the Home

Maple House is situated in a vibrant residential area of South Harrow, within the Roxeth ward in the constituency of Harrow West. The location provides a welcoming and inclusive environment for young people to integrate into the local community. Known for its rich diversity, the area offers a variety of shops and businesses catering to different cultural and ethnic backgrounds. Within close proximity, establishments provide Romanian, Polish, African, Caribbean, and Indian cuisine, along with speciality stores that reflect the multicultural makeup of the neighbourhood. This ensures young people have access to a wide range of cultural experiences and resources, fostering inclusivity, community engagement, and a sense of belonging.

Harrow Youth Stop - <https://www.harrow.gov.uk/send-local-offer/harrow-youthstop>

Kids Can Achieve - <https://kidscanachieve.co.uk>

Harrow Club W10 - <https://harrowclub.org/youth-clubs/harrow-club/>

Harrow Leisure Centre - <https://www.everyoneactive.com/centre/harrow-leisure-centre/>

Schools

The Roxeth locality offers access to a variety of educational institutions catering to primary, secondary, and special educational needs (SEN) students, along with alternative provisions and colleges for post-16 education.

Primary Schools

Heathland School (0.8 miles, 18-minute walk)

A mixed, three-form entry primary school that fosters high aspirations for students, encouraging them to achieve their best. Judged Outstanding by Ofsted in 2010 and 2014.

Bus Routes: 398

Newton Farm School (1.5 mile, 31-minute walk)

A Nursery, Infant, and Junior School known for its emphasis on academic and social skill development, preparing children for the future. Judged Outstanding by Ofsted in 2008.

Bus Routes: H10

Roxbourne Primary School (1.7 miles, 37-minute walk)

A diverse school offering a nurturing environment with high expectations for achievement. Judged Good by Ofsted in 2022.

Bus Routes: H10

Secondary Schools

Rooks Heath School (0.9 miles, 18-minute walk)

A mixed comprehensive school offering a broad curriculum, catering to both high-achieving students and those with SEN. Judged Good by Ofsted in 2019.

Bus Routes: H10

Whitmore High School (1.2 miles, 24-minute walk)

An outstanding mixed school with a sixth form, providing a variety of courses to suit diverse abilities and interests. Judged Outstanding by Ofsted since 2015.

Bus Routes: 140

Nower Hill High School (1.9 miles, 10 minutes by car)

A high-performing secondary school offering excellent extracurricular programs alongside strong academic provisions. Judged Good by Ofsted in 2018.

Bus Routes: H10

Special Educational Needs (SEN) Schools

Woodlands School (5.3 miles, 23 minutes by car)

A specialist school for children with complex learning difficulties and autism. Judged Outstanding by Ofsted in 2020.

Bus Routes: 186, 140

Bentley Wood High School SEN Unit (5.6 miles, 19-minute by car)

A mainstream school with an integrated SEN unit, supporting children with mild to moderate learning difficulties. Judged Outstanding by Ofsted in 2012.

Bus Routes: 258

Alexandra School (0.9 miles, 20 minutes walk)

A primary SEN school specializing in supporting children with autism and speech and language needs. Judged Outstanding by Ofsted in 2021.

Bus Routes: 398

Alternative Provisions

The Helix Education Centre (5.2 miles, 45-minute commute by public transport)

A multi-purpose educational facility offering a Pupil Referral Unit, hospital education, and home tuition for students aged 5–16. Judged Good by Ofsted in all areas.

Bus Routes: 114, 140

The Jubilee Academy (1.7 miles, 20 minutes by public transport)

A mixed alternative provision for children aged 11–16, ensuring progress and personal development. Judged Good by Ofsted in 2021.

Bus Routes: 140

Colleges

Harrow College (1.9 miles, 21-minute commute by public transport)

Offers apprenticeships and vocational courses for students aged 16–19, emphasizing essential employability skills. Judged Good by Ofsted in 2022.

Bus Routes: 140

Uxbridge College (6.8 miles, 45-minute commute by public transport)

Partnered with Harrow College, providing opportunities for academic and vocational excellence since their merger in 2017.

Bus Routes: 114, Metropolitan Line

Health Services:

The home is in an area with excellent access to a variety of health services and specialised resources, ensuring comprehensive support for the children and young people in our care.
General Health Services

Simpson House Medical Centre (0.3 miles, 7-minute walk)

Rated "Good" by the CQC, this surgery offers a wide range of clinics, including those for asthma, diabetes, childhood immunisations, contraception, and medication reviews.

GP Direct (0.6 miles, 13-minute walk)

With two branches, the closer location is within easy walking distance. Rated "Good" by the CQC, this surgery offers children's services, including routine checks and immunisations, as well as emotional well-being clinics for teenagers. These clinics address issues such as acne, bullying, stress, family challenges, obesity, underweight, and contraception.

Kings Road Medical Centre (1 mile, 20-minute walk)

Rated "Good" in all areas by the CQC, this clinic provides services such as immunisations, sexual health support, healthy lifestyle advice, health checks and screening, and mental health support for children.

St. Martin's Medical Centre (2.2 miles, 30 minutes by public transport)

Rated "Good" by the CQC, this medical centre offers clinics focused on health advice, smoking cessation, immunisations, and general well-being support.

Mental Health Services

CAMHS – Ashtree Clinic (0.8 miles, 16-minute walk)

A specialised mental health service with a team of psychologists, psychiatrists, and therapists, providing support for children and adolescents with emotional and behavioural challenges.

Additional Health Services Nearby

Specsavers Opticians (0.8 miles, 17-minute walk): Provides comprehensive eye care services, including free NHS eye tests for children.

Abby Dental Practice (0.4 miles, 8-minute walk): Offers general and paediatric dental care.

Kings Pharmacy (0.3 miles, 7-minute walk): Convenient for prescriptions and over-the-counter healthcare needs.

Hospitals

Northwick Park Hospital (2.8 miles, 10 minutes by car)

The closest hospital to the home, offers emergency care, paediatric services, and specialised clinics.

Central Middlesex Hospital (5.4 miles)

Provides outpatient services and specialist clinics.

Ealing Hospital (6.8 miles)

A full-service hospital offering general and specialist care.

This variety of health and SEN services ensures that children in the home have access to a wide range of professional support tailored to meet their physical, mental, and developmental needs.

Local amenities

The home is ideally situated to provide access to a range of amenities and services for children and young people, including recreational, educational, and support opportunities:

Outdoor and Recreational Facilities

Within a short walking distance, there is a local park that serves as a hub for community activities. Seasonal fun fairs and events are hosted at the park throughout the year, offering a vibrant space for families and children to enjoy.

Accessibility to Harrow Town Centre

Harrow Town Centre is within a 30-minute public transport commute, offering a wide array of leisure and entertainment options, including a cinema, gym, and a variety of restaurants. The town also hosts festive and cultural markets throughout the year, making it an inclusive space for diverse community celebrations.

Youth Clubs and Activities

Several well-established youth clubs nearby provide excellent opportunities for children to engage in extracurricular activities:

The Beacon Centre offers sports, dance, and academic clubs, fostering personal growth and development.

The Oasis Youth Club provides a safe and welcoming space for children to create, discover, and socialise in a relaxed environment.

Parkfield Youth Club runs regular football sessions for children and young people, encouraging teamwork and physical activity.

Harrow and Wealdstone District Scouts Club offers a range of engaging activities aimed at building personal development and empowering children to contribute positively to society.

Specialised SEN Services and Support

The area is well-served by organisations offering tailored support for children with Special Educational Needs (SEN):

The Young Harrow Foundation works closely with Harrow Council to provide services addressing youth violence, mental health, physical health, and inequalities. They also offer career and employment guidance. The foundation collaborates with key partners such as the Clinical Commissioning Group, Local Safeguarding Children's Board, and the Metropolitan Police to ensure comprehensive support.

Activities for Children

Harrow and the surrounding areas offers a variety of programs designed to engage children in their areas of interest. From sports to creative pursuits, there are ample opportunities for young people to explore their passions and develop new skills.

This combination of local amenities, youth services, and SEN-focused initiatives ensures the area provides a nurturing and supportive environment for children and families.

Children will be supported to participate in activities and clubs that develop social communication skills, character and confidence. This may include the Harrow Police Cadets, volunteering at Ruislip Park Stables or Harrow Litter Pickers.

Places of Worship:

The home at HA2 8LR is conveniently located near several places of worship, catering to a variety of faiths, all within approximately a 30-minute commute. These include:

- a) St. Andrew's Church Roxbourne (0.5 miles) 89 Malvern Avenue, Harrow, HA2 9ER. ST ANDREWS ROXBOURNE
- b) Harrow Central Mosque (2.5 miles) 34 Station Road, Harrow, HA1 2SQ. HARROW MOSQUE
- c) Mosaic Reform Synagogue (2.5 miles) 1a Halsbury Close, 65 Stanmore Hill, Stanmore, HA7 3DY. JEWISHGEN
- d) North Wembley Community Seventh-day Adventist Church (2.7 miles) 217 East Lane, Wembley, HA0 3NG.
- e) Shree Kutch Satsang Swaminarayan Temple (2.2 miles) Westfield Lane, Kenton, Harrow, HA3 9EA.

The home benefits from excellent public transport links, making local and regional connections smooth and efficient.

Bus Services: A bus stop located conveniently near the home provides access to routes **114, H10, and H9**, offering direct and quick commutes to Harrow Town Centre and other key locations.

Train Services: South Harrow is well-connected via the **Piccadilly Line**, providing easy access to Central London and beyond. Additionally, nearby stations like Harrow-on-the-Hill offer connections to the **Chiltern Railways**, and the **Metropolitan Line**, enabling further regional connectivity.

Additional Rail Links: Harrow & Wealdstone Station offers access to the **London Overground**, **Bakerloo Line**, and **National Rail Services**, connecting to destinations throughout Greater London and beyond.

Strength of Accessibility

The accessibility of these transport links is a notable strength, ensuring children can remain connected and integrated within the local community. The variety of transport options fosters independence and ease of access to educational, recreational, and cultural opportunities.

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

At Maple House, we are committed to nurturing every child's individual identity and fostering an environment of respect and inclusion. We celebrate diversity by promoting cultural awareness and ensuring each child feels valued for who they are. This includes honouring their gender, religion, ethnicity, cultural and linguistic background, sexual identity, mental health, disability, and any learning needs. Our approach is grounded in a systemic ethos, integrating input from the child, their family, and their broader support network to provide meaningful and tailored care.

Children are encouraged to explore and appreciate diverse values, cultures, and traditions while maintaining respect for differences. Activities that reflect the diversity of race, culture, religion, language, abilities, and sexuality are embedded into daily life at Maple House. Celebrations of birthdays, named days, and cultural or religious festivals are planned with themes that honour each child's background and preferences, ensuring inclusivity and belonging.

During the planning and referral stage, we work collaboratively with the young person and their placing authority to identify and plan for their specific needs. This includes actively engaging with family members, carers, and other significant individuals to gather insights that will support the child's cultural and religious identity. Whenever safe, appropriate, and practical, we incorporate their input into care plans to enhance the child's experience.

Enhancing Communication with Families: We tailor our communication strategies to align with each child's and their family's needs. This includes arranging regular, structured family time and coordinating with social workers when necessary. For children with communication challenges, we use visual aids and other tools to ensure that their voices are heard and respected in conversations with their families, fostering meaningful and effective connections.

2.6 Complaints

The details of who to contact if a person has a complaint about the home, and how that person can access the home's complaints policy:

Listening to and valuing the voices of children is fundamental to our ethos at Maple House. We are committed to creating an environment where children feel safe and empowered to raise concerns or make complaints without fear of judgment or retribution. By embedding a child-focused systemic approach, we encourage collaboration with families, carers, and advocates to address complaints effectively and reflectively.

We provide accessible, child-friendly avenues for raising concerns. Our Children's Guide, available to every young person upon admission, explains the complaints process clearly using simplified language and visual aids to ensure it is inclusive of all communication needs. This guide includes contact details for:

- Sarah Walters (Responsible Individual),

- Simon Walters (Home Manager),
- An Independent Person, and
- Advocacy services.

Our team actively supports children in accessing advocacy services when needed, enabling them to share their views independently. We emphasise the importance of trust-building and transparency in addressing complaints, with all concerns handled professionally, fairly, and reflectively.

To align with our child-focused systemic approach, the following practices are embedded:

1. Collaborative Resolution: Engaging the child's network, including family members, foster carers, social workers, and advocates, where appropriate, to ensure a holistic response to complaints.
2. Tailored Support: Utilising visual aids and structured communication tools to empower children to articulate their concerns, regardless of their abilities.
3. Reflective Learning: Using complaints as an opportunity for organisational growth and learning, ensuring continual improvement in our practices and approaches.

We train all staff to respond to complaints sensitively, consistently, and with a focus on the child's well-being. Training is informed by the Section 7 Guidance on Advocacy Services, ensuring that every team member is equipped to support children through the process.

Empowering Children's Voices: To ensure every child feels their concerns are addressed, we utilise tailored communication tools such as visual aids, structured templates, and accessible feedback systems. This empowers children to articulate their feelings effectively and ensures that their voices are integral to the resolution process.

· Childline · Ofsted · NSPCC · The Children's Commissioner

At Maple House, we are committed to creating an environment where children and their families feel safe, valued, and empowered to voice their concerns. We view complaints as opportunities to improve our care and ensure that the voices of children are always heard and respected.

How to Make a Complaint

If any individual wishes to make a complaint about Maple House, our Complaints Policy is readily available:

- A copy of the policy can be provided upon request to any child, parent, carer, or professional.
- The policy is also included in the Children's Guide, which is provided to each child before moving into Maple House.

Child-Friendly Complaint Procedures

Children are informed about their right to raise concerns or complaints in a manner that is accessible and easy to understand:

- **Informal Resolution:** We encourage open and honest communication between staff and children. Through quality time and regular one-to-one discussions, many concerns can be addressed and resolved informally before escalating to a formal complaint.
- **Formal Complaints and Raising Concerns:** Children at Maple House are supported to express dissatisfaction, concerns, or worries in ways that reflect their communication needs. Where appropriate, children may raise concerns verbally or in writing, either independently or with support from a trusted adult or member of staff. For children who find formal complaint processes difficult to understand, staff use accessible and alternative methods to support the expression of concerns. This may include visual aids, symbols, simple choice-based tools such as "This or That," social stories, or planned check-ins such as "My Turn to Learn."

Staff take all concerns seriously, respond calmly and promptly, and ensure that children feel listened to and supported. Concerns raised in any format are recorded, followed up appropriately, and shared with management to ensure the child's views inform practice and ongoing care.

- **Advocacy Support:** Complaints can also be made on a child's behalf by an advocate, parent, or social worker.

Local Authority Complaints Procedures:

Children are familiarised with the complaints procedures specific to their placing local authority, ensuring they have multiple channels to express their concerns.

Access to External Support

The Children's Guide provides contact details for external agencies that can offer additional support:

- Ofsted
- Childline
- NSPCC
- The Children's Commissioner

These organisations are available to listen to and support children if they feel their concerns are not being addressed appropriately.

Our Commitment to Addressing Complaints

- **Active Listening:** Staff are trained to listen carefully to children's concerns, take them seriously, and respond with empathy and respect.
- **Transparency and Accountability:** All complaints, whether verbal or written, are documented and reviewed by the management team to ensure they are handled fairly and promptly.
- **Resolution and Learning:** We use complaints as a learning opportunity to reflect on our practices and make necessary improvements to enhance the care we provide.

At Maple House, we ensure that all children know their voices matter and that they have multiple, accessible ways to express their concerns. By fostering a culture of openness and respect, we aim to create a safe and supportive environment where issues are resolved constructively and collaboratively.

2.7 Access to Safeguarding and Behaviour Management policies

The Home Manager will be the first point of contact to provide information relating to Maple House's policies. Upon request by any person, body or organisation involved in the care or protection of a child, our full policy on Positive Behaviour Management and Safeguarding and Child Protection will also be available. These policies have been amended to reflect The Working Together to Safeguard Children (2018/2023) which sets out how organisations work together to safeguard children and children in accordance with the Children Act 1989 and Children Act 2004.

Maple House is located in Harrow and adheres to the guidelines established by the Harrow Safeguarding Children's Partnership. Our home's policies and procedures are aligned with the current HSCP legal requirements, and we integrate both local and national safeguarding protocols, such as the London Child Protection Procedures. To ensure these policies are accessible to all children, especially those with learning difficulties and global developmental delay, we convert our policies into visual aids and social stories where required. These communication tools are tailored to meet each child's communication needs, making the information clear and understandable.

3. The Children's Views, Wishes and Feelings Standards

3.1 Consultation and approach to consulting children on the quality of care.

At Maple House, we believe that children are the cornerstone of our home's ethos and practices. We adopt a child-focused systemic approach, ensuring that their voices are central to all decision-making processes. Recognising each child as an individual with unique communication needs, we employ tailored strategies to engage them meaningfully in conversations about their care and the running of the home.

Our Approach

1. **Regular Engagement:** Children participate in regular 1:1 discussions with staff, providing a safe space for them to express their thoughts, wishes, and feelings. These sessions are designed to accommodate each child's preferred communication method, ensuring inclusivity and understanding.
2. **Structured Consultation:**

- Weekly community meetings bring together children and adults, providing a platform for shared discussions on activities, house rules, and other topics.
 - Children are actively involved in decisions about daily menu planning, activity scheduling, and the home environment, fostering a sense of ownership and inclusion.
3. Consistent Communication Tools:
 - We maintain a communication book for school and youth clubs to ensure consistency and collaboration across different settings.
 - Visual aids and other structured tools are employed to enhance communication for children with learning disabilities.
 4. Participation in Recruitment:
 - Where appropriate, children are invited to contribute to the recruitment process for new staff. Their input is valued and supported by adults to ensure the process remains meaningful and inclusive.
 5. Collaborative Care Planning:
 - Care plans and residential placement plans are developed and updated regularly with input from the child, their family, and other professionals. This ensures that the plans reflect the child's evolving needs and goals.
 6. Feedback and Continuous Improvement:
 - Feedback is gathered through This or That, suggestion boxes, quarterly forms, and newsletters, ensuring a continuous dialogue with children and families.
 - Feedback mechanisms are adapted to each child's communication style, emphasising accessibility.
 7. Promoting Independence and Celebrating Achievements
 - We emphasise developing life skills, including managing money, cooking, personal hygiene, and safe use of public transport. Progress is regularly reviewed, and achievements are celebrated to build confidence and self-esteem.
 8. Inclusive Network Engagement
 - Our systemic approach includes working collaboratively with parents, carers, social workers, and specialists. By involving these key figures, we create a consistent and supportive framework that helps children thrive and reach their full potential.

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

Maple House is committed to creating a safe, inclusive, and empowering environment that champions equality and diversity. We recognise and respect the individuality of each child, family, and staff member, ensuring that our practices are free from discrimination and promote fairness and respect.

Commitment to Inclusivity

1. Valuing Diversity:
 - Maple House is located in a multicultural and diverse community. We encourage children to take pride in their identity while respecting and valuing the differences of others.
 - Our adults actively promote engagement in local cultural and community activities, fostering a sense of belonging and pride.
2. Equal Opportunities:
 - Every child is supported to explore and celebrate their unique identity, encompassing their gender, religion, ethnicity, cultural background, sexual identity, disability, and learning needs.
 - Children are empowered to make choices about their care and are guided to treat others with the same respect they receive.

3. Embedded Anti-Discriminatory Practices:
 - All staff complete mandatory Equality and Diversity training as part of their induction and ongoing professional development.
 - Policies and procedures are regularly reviewed to ensure they reflect current best practices in equality and anti-discrimination.
4. Challenging Inequities:
 - We encourage children to challenge unfair practices in a constructive manner, empowering them to become advocates for their rights and the rights of others.
 - Staff are trained to address discriminatory behaviour promptly, ensuring a safe and respectful environment for all.
5. Promoting Positive Relationships
 - Our systemic approach emphasise the importance of building meaningful connections with children and their families. By involving families and significant others in care planning and day-to-day decisions, we foster a collaborative environment where everyone feels valued.

Training and Development

1. Tailored Training:
 - All adults receive specialised training to promote positive behaviour and build equitable relationships with children and families.
 - Regular reflective sessions ensure that staff are equipped to handle challenges with sensitivity and fairness.
2. Behavioural Support:
 - Consequences for inappropriate behaviour are applied consistently and proportionately. Children are encouraged to reflect on their actions and contribute to determining appropriate outcomes, fostering accountability and learning.
3. Building a Positive Culture
 - At Maple House, every individual is treated with respect, and relationships are built on trust and understanding. By embedding equality, inclusivity, and anti-discriminatory practices into our daily routines, we create a supportive and nurturing environment where children can thrive.

3.3 Children's Rights

At Maple House, we are steadfast in our commitment to ensuring that every child understands and can exercise their rights. These rights form the foundation of our care ethos, empowering children to thrive in a supportive, inclusive, and nurturing environment.

Supporting Children to Understand Their Rights

1. Accessible Information:
 - The Children's Guide is adapted to meet the communication needs of every child, using visual aids and simplified language where necessary. This ensures that all children can fully understand their rights and the services available to support them.
 - The guide includes essential contact details for advocacy services, Ofsted, and the Children's Commissioner, providing direct avenues for children to seek external support when needed.
 - Parents and carers are also provided with the guide and supported to understand its contents to foster alignment and collaboration in supporting the child.
2. Promoting Advocacy:
 - Children are encouraged and supported to access independent advocacy services to voice their concerns and preferences. Advocates help ensure that children feel heard and respected, particularly in care planning and decision-making processes.

Our Principles of Care

We uphold the Principles of Care, ensuring that:

- Children live in a home that is safe, warm, happy, nurturing, stable, and secure, and which recognises and respects their individual needs.
- Children have full access to education, healthcare, social life, and community facilities, promoting holistic development.
- Children are listened to, encouraged to express themselves, and fully involved in decisions affecting them. Their right to have things explained clearly and to make complaints is prioritised using tailored communication methods.
- Children enjoy privacy, dignity, space, and time for themselves while also having opportunities for fun and the freedom to explore childhood.
- Children's religious, cultural, and dietary needs are met with respect, allowing them to celebrate their individuality.

Safeguarding Rights

To ensure that children's rights are upheld:

We conduct equality and human rights analyses when planning any restrictive practices, ensuring such measures are necessary, proportionate, and aimed solely at safeguarding the child.

An independent Regulation 44 visitor observes children monthly, engaging with them to ensure their voices are heard and their rights are being respected.

Staff act as advocates for the child, working collaboratively to:

- Maintain strong communication between the home, education providers, families, and external professionals
- Respond to the child's evolving needs through trust-based relationships
- Ensure that children's rights, views, wishes, and feelings are embedded into everyday care and decision-making

3.4 Bullying and Cyber Bullying

At Maple House, we have a zero-tolerance policy towards bullying in all its forms, including physical, verbal, emotional, and cyberbullying. Our approach focuses on fostering a culture of respect, inclusion, and understanding, where every child feels safe and valued.

Definition and Scope

Bullying, as defined at Maple House, includes the misuse of power, whether physical, social, or intellectual, to harm or intimidate others. It encompasses:

- Name-calling, sarcasm, and offensive comments.
- Physical aggression or intimidation.
- Manipulative or exclusionary behaviours
- Online behaviours such as cyberbullying, which involve using social media, messaging platforms, or other digital means to harass, threaten, or demean others.

Prevention Strategies

1. Education and Awareness:
 - Children participate in regular discussions about the importance of respecting differences and diversity. These discussions are woven into house meetings, one-to-one sessions, and group activities.
 - Adults actively educate children about the risks and consequences of bullying, particularly in the digital space, encouraging empathy and accountability.
2. Promoting a Positive Culture:

- We embed a culture of mutual respect and inclusion, encouraging children and adults alike to challenge discriminatory or bullying behaviours constructively.
 - Peer support and bystander interventions are encouraged, empowering children to stand against bullying collaboratively.
3. Supervision and Monitoring:
- Staff closely monitor peer interactions, intervening promptly to address any signs of bullying.
 - Community activities are supervised until children demonstrate consistent respectful behaviour.

Intervention and Support

1. Tailored Interventions:
 - Incidents of bullying are addressed transparently during house meetings, reflective sessions, and debriefings. Interventions are guided by restorative practices to rebuild trust and relationships.
 - Visual aids and other communication tools are used to ensure all children can understand and participate in discussions about bullying.
 - Adapted furnishings to support potential physical needs.
2. Restorative Practices:
 - Restorative approaches encourage children involved in bullying, whether as perpetrators or victims—to reflect on their actions, understand the impact, and work toward reconciliation.

Addressing Cyberbullying

In the digital age, cyberbullying poses unique challenges. At Maple House, we proactively safeguard children against online risks by:

- Educating children about safe internet use and the importance of digital responsibility.
- Monitoring internet use within the home, employing parental controls and secure networks.
- Partnering with external organisations like SWGfL to stay informed about emerging online threats and best practices.
- Providing tailored support to children affected by cyberbullying, ensuring their voices are heard and their experiences validated.

Fostering Accountability

Consequences for bullying behaviour are proportionate and focused on learning and growth. Children are encouraged to take responsibility for their actions, with staff facilitating reflection and discussion about appropriate outcomes.

By prioritising openness, inclusion, and systemic collaboration, Maple House ensures that bullying in all its forms is addressed effectively, promoting a safe and respectful environment for every child.

3.5 This or That

At Maple House, children's views, wishes, and feelings are captured in ways that reflect their individual communication needs. For children who may find open-ended questions or abstract discussions difficult, staff use a structured communication approach known as "This or That." This method supports children to express preferences by being offered two clear, concrete options, supported by visuals, symbols, objects of reference, or simple verbal prompts. "This or That" is used throughout the day to support choice-making around activities, meals, routines, comfort, and personal preferences. The approach reduces anxiety, promotes emotional regulation, and enables children to make confident decisions without pressure. Outcomes are recorded and used to inform daily planning, care plans, and reflective practice, ensuring that children's voices meaningfully shape everyday life within the home.

4. The Education Standard

4.1 Management of Education

At Maple House, we believe education is a cornerstone of empowerment and growth for every child. We prioritise education as a fundamental right and an essential tool for enriching lives and unlocking potential. Our educational approach is holistic, incorporating formal learning opportunities and real-life experiences to equip children with the skills they need to thrive.

Tailored Learning and Support

We recognise that some children may have experienced interruptions to their education. To address these gaps: Maple House utilises AQA-accredited modules as a supplementary resource to formal education. These modules are tailored to promote practical, independent living skills, such as:

- Cooking and meal preparation.
- Traveling independently and safely.
- Managing time effectively.
- Budgeting and financial literacy.
- Building interpersonal and social skills.

These modules are integrated into our Pathway to Independence program, allowing staff to:

- Regularly review and track each child's progress.
- Set achievable goals and celebrate milestones.
- Provide individualised support to enhance learning outcomes.

Formal Education Collaboration

While independent living skills are a key focus, we also work closely with formal education providers to ensure a comprehensive approach to learning:

- We collaborate with the placing local authority to enrol children in appropriate local educational provisions that meet their needs and aspirations.
- For children with an Education and Health Care Plan (EHCP), we follow the plan meticulously, working with educators, therapists, and other professionals to provide tailored support.

If immediate enrolment is not feasible due to delays or assessed needs:

- We work with the Virtual School Head/Lead to identify interim solutions, including making requests for the commissioning one-to-one tutoring for specific hours to maximise engagement and learning continuity.

Creating a Learning Conducive Environment

At Maple House, we foster a culture where learning is integrated into daily life:

Dedicated Study Spaces: The home provides quiet area for private study, equipped with secure internet access and educational resources to support independent and supervised learning.

Homework Support: Staff actively assist children with homework in a structured and supportive environment, ensuring it is prioritised and completed effectively. Evening activities are organised to complement educational goals. In addition learning materials to further enhance learning opportunities are also available.

Promoting Life Skills and Independence

- Our approach extends beyond academics to encompass real-world skills that prepare children for adult life:
- We encourage participation in training, apprenticeships, and employment opportunities where appropriate and feasible.

Children are supported in developing independence through day-to-day experiences, such as:

- Planning and participating in household activities like shopping and cooking.
- Learning to navigate public transport confidently and safely, with staff support as needed.

Maximising Everyday Opportunities

Education at Maple House is not confined to the classroom. We aim to optimise everyday interactions to develop critical life skills:

Integrated Learning: Routine activities, such as preparing meals, managing personal schedules, or participating in community outings, are leveraged as opportunities to teach responsibility, time management, and problem-solving.

Progress Tracking: Through the Pathway to Independence program, staff monitor and assess the child's growth across various domains, ensuring progress is measurable and celebrated.

Holistic Development

Our educational philosophy blends formal education with real-world application, equipping children with the tools they need for future success. By combining academic, practical, and social learning, Maple House empowers children to reach their full potential, fostering confidence, independence, and resilience.

4.2 Details of provision to support children's educational and additional learning needs

At Maple House, we prioritise strong, collaborative relationships with educational institutions to ensure consistency, continuity, and the best possible outcomes for the children in our care. Our team works closely with schools to provide a unified approach that addresses academic, behavioural, and emotional needs, helping each child thrive.

Building Positive Partnerships

We establish and maintain positive, close working relationships with schools, ensuring open and effective communication.

Regular engagement includes:

Telephone calls to address immediate needs or concerns.

Parents and carers' evenings to stay updated on the child's progress.

Meetings that align with the statutory processes, such as Child-in-Care reviews and Personal Education Plan meetings, to ensure educational goals are integrated with the broader care plan.

Supporting Academic and Behavioural Development

Our team collaborates with the pastoral teams in schools to provide tailored support for managing challenging behaviours and fostering emotional well-being. This partnership ensures a consistent and familiar approach across both the home and school environments.

Personal Education Plans (PEPs) are a key focus, with dedicated efforts to:

- Identify the child's strengths and areas for improvement.
- Develop strategies to enhance their abilities and support them in achieving the next milestones.
- Celebrate achievements to build confidence and motivation.

Facilitating Learning Support

- Staff at Maple House, work alongside schools to provide additional learning aids as required, ensuring children have the tools they need to succeed.
- We take a hands-on approach to homework, working with children at their individual levels to:
- Support them in completing assignments.
- Break down complex tasks into manageable steps.
- Develop strategies that accommodate their learning styles and maximise engagement.

Personalised Learning and Potential

By understanding each child's unique needs, strengths, and challenges, our team creates a supportive learning environment in the home.

We actively encourage and enable children to:

- Identify and pursue personal educational goals.

- Explore creative problem-solving methods to overcome barriers to learning.
- Realise their full academic and personal potential through continuous encouragement and tailored assistance.

This cohesive and collaborative approach ensures that children at Maple House are supported both academically and emotionally, empowering them to achieve their best possible outcomes.

4.3 Education Partners

Adults will work with the virtual schools and have discussions with previous educational providers regarding where children have achieved previously and areas for further development.

Some children may benefit from additional tutoring, and this will be discussed with individual local authorities to look at if this might be funded for the young person, particularly as they approach exams.

Children will have a PEP and the local authority, school and the home will have an understanding of where the young person is at academically. This will be attended, and advice will be followed up on from the outcome of these meetings.

4.4 Educational Support (outside School hours)

Children will have a Virtual Headteacher from their local authority who has overseen education for them. Adults will ensure that there is a good working relationship with them, and they are included in the young person's education and understand where the young person is at academically. If there is a concern outside of the school term to a young person's education, it will be discussed with them and with the social worker. As discussed previously adults will participate in out of school education support. Adults will attend parents/guardians' evenings, meetings and activities.

4.5 My Turn to Learn – Accessible Learning & Reflection

Maple House recognises that learning takes place in many forms and extends beyond formal education. To support understanding, emotional development, and life skills, the home uses a structured, child-centred approach known as "My Turn to Learn."

"My Turn to Learn" provides children with opportunities to explore learning topics in a calm, accessible way, using communication methods that suit their needs. Sessions may be planned or responsive and are used to support routines, transitions, personal safety, emotional understanding, and reflection after challenging experiences.

Learning is supported through a range of aids, including Widgit symbols, social stories, visual timetables, photographs, simple written language, and reference objects. This approach helps children make sense of experiences, reinforces consistency, and supports their ongoing development in a way that feels safe, meaningful, and achievable.

5. The Enjoyment and Achievement Standard

5.1 How we ensure the children enjoy and achieve

At Maple House, we recognise the importance of providing opportunities for children to explore and engage in activities that foster their creative, intellectual, physical, and social development. These activities are designed not only to meet their individual needs but also to inspire growth, build confidence, and enhance their well-being.

Tailored and Enriching Experiences

We understand that children aged 10–17 are naturally curious, receptive, and sometimes prone to taking risks. While unstructured time is important for their development, we prioritise offering structured, meaningful activities that are fun, educational, and aligned with their interests. Our aim is to provide a balanced schedule that allows children to enjoy themselves while developing life skills and fostering independence.

Community and Local Amenities

Located in the vibrant city of Harrow, Maple House benefits from a wealth of local amenities and cultural attractions. Children are encouraged to participate in a variety of community-based activities, including:

- Visits to the Leisure Centre, Cinema, and Gym, promoting physical health and recreation.
- Excursions to nearby parks, green spaces, and historic sites, which help them connect with nature and local heritage.
- Trips to explore Harrow's iconic architecture, museums, and other cultural landmarks.

Harrow's convenient transport links enable us to plan outings beyond the city, broadening the horizons of our children and exposing them to new experiences.

Encouraging Positive Progress

Our team of dedicated staff is committed to:

- Identifying and nurturing each child's strengths and special interests, tailoring activities to align with their passions and potential.
- Providing consistent praise and recognition for achievements, no matter how small, to boost self-esteem and encourage positive behaviour.
- Collaborating with children to plan activities, empowering them to take ownership of their schedules and fostering a sense of independence.

Accessible Information and Technology

Each child receives a Children's Guide upon arrival, detailing the range of activities available locally and further afield. Additionally, children have access to secure computers and laptops for both recreational and educational purposes, with supervised use to ensure safety and appropriateness.

Examples of Activities at Maple House

The activities provided at Maple House are varied and aim to offer children a mix of enjoyment, learning, and development. These include:

- Seasonal Celebrations: Festivals, birthdays, and themed events.
- Outdoor Activities: Park walks, local bike rides, and games in the garden.
- Creative Pursuits: Cooking, team-building days, and summer barbeques.
- Community Engagement: Weekly food shopping, dining out, and attending local events.

Exploration and Adventure:

- Day trips to museums, outdoor pursuit centres, and cultural landmarks.
- Summer holidays and personal development camps to enhance life skills.
- Physical and Recreational Activities: Gym sessions, sports, and team-building exercises.

Holistic Development through Activities

At Maple House, we go beyond simply organising activities. We see every moment, whether structured or unstructured, as an opportunity to:

- Teach practical life skills, such as planning, teamwork, and problem-solving.
- Foster resilience and self-confidence by encouraging children to try new things and take on challenges.
- Promote social interaction and the building of healthy relationships with peers and staff.

By offering a diverse range of activities, we ensure that every child at Maple House has the opportunity to thrive, explore their potential, and create meaningful memories that will last a lifetime.

5.2 Achievement - Reward & Praise (Positive Reinforcement)

At Maple House, we recognise that achievement and motivation present differently for each child. Some children, particularly those with learning disabilities, autism, or developmental delay, may find delayed gratification difficult to understand or tolerate. For these children, progress is best supported through immediate, clear praise and reinforcement, which helps them make a direct connection between their actions,

the adult response, and a positive outcome. This approach supports emotional regulation, builds confidence, and reduces anxiety, particularly during routines, transitions, and learning moments.

Positive reinforcement is therefore used in a timely, proportionate, and individualised way. Staff focus on recognising effort, engagement, cooperation, and attempts at communication, not solely outcomes. Praise and reward are never used as punishment or withheld to control behaviour, but instead to encourage participation and reinforce positive experiences in a way that feels achievable and meaningful for the child.

To ensure consistency and clarity, Maple House uses graduated levels of praise, matched to the child's needs and the significance of the achievement:

- Level 1: Warm, nonverbal encouragement, such as a smile, a nod, a high-five, or positive body language.
- Level 2: Clear, specific verbal praise linked to the behaviour or effort shown (e.g. "Well done for waiting calmly").
- Level 3: Shared celebration involving more than one staff member, such as clapping or group praise, used carefully to reinforce significant progress without overwhelming the child.

Where appropriate, gentle rewards may also be offered to support motivation. The child's preferences inform these and are often chosen using accessible communication tools such as "This or That." Achievements, praise, and rewards are recorded to support reflective practice, inform care planning, and promote consistency across the staff team, ensuring children experience enjoyment, success, and a growing sense of achievement within the home.

6. The Health & Well-Being Standard

6.1 Arrangements to Protect and Promote Health

At Maple House, we are committed to providing outstanding care and support for children and young people, including those transitioning to adulthood under a Staying Put plan. Our approach to health and well-being is aligned with Ofsted quality standards, ensuring a seamless transition from children's care to adult services when applicable.

Health and Well-Being for Children and Transitioning Young People

1. Holistic Health Assessments:
 - All children are registered with a local GP, optician, and dentist upon admission.
 - An Initial Health Assessment, arranged by the social worker, ensures a comprehensive understanding of the child's physical, emotional, and mental health needs. This assessment also considers future planning for those nearing adulthood under a staying put arrangement.
 - Health interventions are designed to be non-intrusive, fostering a positive association with healthcare providers.
2. Promoting Healthy Lifestyles:

We actively encourage children to adopt a balanced and healthy lifestyle through:

 - Nutritional planning tailored to individual dietary preferences and cultural or medical requirements.
 - Regular physical activities, such as walks, sports, or gym sessions, to promote physical health.
 - Opportunities for relaxation and mindfulness, supporting emotional resilience and mental health.
3. Medication and Healthcare Management:
 - Medications are managed in strict accordance with Safe Handling of Medicines guidelines, ensuring proper recording, storage, and administration.
 - Staff work closely with primary care services to ensure any prescribed medication is necessary, appropriate, and monitored effectively.

4. Care for Young People in Transition.
 - For young people under a Staying Put plan, Maple House ensures continuity of care during their transition to adult provisions.
 - Tailored health and well-being strategies are developed in collaboration with the young person, their family, and adult services, ensuring a person-centered approach
5. Transitional plans include:
 - Extended support for managing appointments, medication, and self-care routines.
 - Building independence in accessing healthcare services.

Qualified and Supervised Staff

1. Training and Professional Oversight:
 - All staff are trained or in the process of completing certifications in:
 - First Aid, including ligature training.
 - Safe Handling of Medicines.
 - Understanding the health and emotional needs of children and transitioning young people
 - Staff are supervised and supported by professionals qualified to manage healthcare needs, ensuring best practices and compliance with regulatory standards.
2. Monitoring Effectiveness:
 - The impact of healthcare and well-being interventions is tracked through:
 - Regular updates to placement plans and behaviour monitoring systems.
 - Collaborative reviews with health professionals, educators, and families.

Emergency Preparedness and First Aid

1. First Aid and Incident Management:
 - Fully stocked First Aid kits are maintained and checked weekly to ensure readiness for emergencies.
 - Staff are trained to respond promptly to minor injuries, reducing unnecessary visits to healthcare providers.
2. Incident Reporting:
 - All accidents and incidents are logged, investigated, and reviewed in accordance with Children's Homes Regulations and Quality Standards for safety and learning.
 - Preventative measures are implemented based on insights from incident reviews.

Mental Health and Emotional Well-Being

1. Therapeutic and Emotional Support:
 - We work with services such as CAMHS to provide specialised mental health support for children and young people.
 - Staff foster emotional well-being through nurturing relationships, consistent routines, and access to therapeutic activities.
2. Behavioural Support:
 - Individualised behaviour plans are created for each child, informed by multi-disciplinary input and regularly reviewed.
 - These plans adapt as children transition to adulthood, ensuring continuity in support and interventions.

Measuring and Ensuring Effectiveness

1. Outcome-Based Reviews:
 - The success of health interventions is reviewed through measurable outcomes documented in placement and care plans.
 - Evidence-based adjustments are made to ensure care remains effective and relevant.
2. Regulatory Compliance:
 - Processes and outcomes are aligned with Ofsted standards.

- Detailed records are maintained, accessible for regulatory inspections or professional reviews.

A Seamless Transition

For young people remaining at Maple House under a Staying Put plan, we ensure a seamless transition by:

- Providing continuity in health and emotional support.
- Preparing them for independence through practical skills training and healthcare management education
- Collaborating with adult care providers to facilitate a smooth handover when appropriate.

At Maple House, we uphold the highest standards of care, ensuring all children and young people are supported to achieve their best possible physical and emotional well-being. Our commitment extends to preparing young people for a confident transition to adult life when the time comes.

6.2 Therapeutic intervention/support provided

At Maple House, we recognise the critical role therapeutic intervention plays in supporting the emotional and psychological well-being of children who have experienced early life trauma or neglect. We are committed to providing therapeutic approaches that foster emotional regulation, reflective learning, and the development of positive relationships.

1. Therapeutic Techniques and Professional Standard
 - Any therapeutic interventions specified in a child's Care Plan and approved by the Placing Authority will be delivered by practitioners holding recognised qualifications in the relevant therapeutic disciplines.
 - We work collaboratively with external agencies to ensure that children receive tailored therapeutic support that addresses their individual needs and promotes long-term resilience.

Integrated Therapeutic Practices

At Maple House, we embed therapeutic approaches into daily care routines to create a nurturing and supportive environment:

Attachment-Focused Practice:

- We understand that children who have experienced trauma or neglect often face challenges in forming secure attachments and building effective relationships due to their attachment styles.
 - To address these challenges, we train staff in attachment theory and incorporate this understanding into all aspects of care.
2. Playfulness, Acceptance, Curiosity, and Empathy (PACE):
 - Our team is trained to use the principles of PACE, which focus on creating a secure and attuned environment that fosters trust and emotional safety.
 - This approach helps children develop the ability to regulate emotions, form meaningful relationships, and engage in reflective learning.

3. De-escalation Techniques:

- Staff are trained in PRICE (Protecting Rights in a Caring Environment) de-escalation techniques, enabling them to respond calmly and constructively to behaviours of concern.
- These techniques emphasise understanding the root causes of behaviours and responding in ways that support the child's emotional regulation and self-awareness.

Access to Local and Online Therapeutic Services

We maintain strong links with local therapeutic services, including:

- CAMHS (Child and Adolescent Mental Health Services) for specialised mental health support.
- MIND, offering resources for emotional well-being and mental health.
- Children also have access to online therapeutic platforms such as KOOTH, allowing them to independently access counselling and mental health resources in a safe and confidential manner.

Monitoring and Reviewing Effectiveness

1. In-House Oversight:
 - The effectiveness of therapeutic interventions is regularly reviewed during in-house meetings, enabling staff to adapt strategies based on the child's progress and emerging needs.

- Outcomes are monitored using measurable goals documented in the child's Care Plan and Placement Plan.
- 2. Multi-Agency Collaboration:
 - Progress is discussed at Child in Care Reviews, ensuring all professionals involved in the child's care are aligned in their support strategies.
 - Feedback from children, families, and professionals is actively sought to refine therapeutic approaches and ensure they remain impactful.
- 3. Comprehensive Record-Keeping:
 - All therapeutic interventions, progress updates, and feedback are documented and securely stored in the child's file.
 - These records are accessible to authorised individuals involved in the child's care, ensuring transparency and accountability.

Fostering Resilience and Emotional Growth

At Maple House, therapeutic intervention is not confined to formal sessions but is integrated into every aspect of care. By combining evidence-based practices, professional expertise, and a nurturing environment, we strive to help children:

- Develop emotional resilience and self-regulation skills.
- Build secure attachments and meaningful relationships.
- Achieve reflective learning and personal growth.

Our holistic approach ensures that every child is supported in their journey toward healing, empowerment, and a brighter future.

7. The Positive Relationships Standards

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

At Maple House, we recognise the importance of maintaining and nurturing connections with family members and significant people in a child's life. These relationships are an essential part of their overall care plan and contribute to their emotional well-being and sense of identity. We ensure that all arrangements for family contact are carefully planned, respectful, and in line with the placing authority's requirements and the child's legal status.

Child-Centred Care Planning

- The views, wishes, and feelings of the child are central to all decisions regarding family and friend contact.
- Arrangements are thoughtfully assessed and documented in collaboration with the placing authority, ensuring they align with the child's overall care plan and best interests.
- Our ultimate aim is to support children in their journey toward returning home, where possible, or transitioning into supported accommodation, always in accordance with the placing authority's directives.

Facilitating Contact with Family and Friends

- Visits: Family visits are encouraged and managed in a structured and supportive manner, with the child's preferences and comfort taken into account.
- Visits are planned in advance to ensure appropriate preparation.
- A private and welcoming space is provided for families to meet and chat freely, creating an atmosphere of warmth and respect.

Telephone and Virtual Contact:

- Children are supported to maintain regular telephone or virtual contact with family and friends, ensuring they can stay connected even when in-person visits are not possible.
- All such interactions are documented in the child's records for accountability and continuity.

Safeguarding Measures for Visitors:

Visitors are required to sign in and out of the home for the safety and security of all children and staff.

Encouraging Positive Relationships

- Where appropriate, friends of the young person are welcome to visit Maple House and join in daily activities such as mealtimes, fostering a sense of normalcy and inclusion.

- These visits are carefully managed to ensure they support the child's well-being and are in line with their care plan.

Planned and Personalised Arrangements

- Visits are tailored to each child's unique circumstances, taking into account their emotional readiness and the dynamics of their relationships.

Preparation for visits includes:

- Ensuring the environment is comfortable and private.
- Addressing any concerns the child or family may have about the meeting.
- Supporting the child before, during, and after the visit to process their feelings.

Transparent Documentation and Communication

All contact arrangements, including the details of visits and telephone calls, are recorded in the child's care records.

This ensures:

- Consistent communication between staff, the child, and the placing authority.
- A clear record of the child's engagement with their family and friends.

By prioritising meaningful connections and fostering positive interactions, we aim to strengthen the bonds that are vital to a child's sense of identity and emotional well-being. Our structured yet flexible approach ensures that family time is a source of support and encouragement, helping children navigate their care journey with confidence and stability.

8. The Protection of Children Standard

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

We understand that some of our young people will be extremely vulnerable and may demonstrate risk-taking behaviours that could cause harm to themselves or others. Due to the individualised needs of the children, which may include difficulties with communication, understanding danger, sensory processing challenges, impulsivity, emotional regulation difficulties, and a requirement for consistent structure and supervision, our adults are committed to providing support and supervision on a 24-hour basis.

The building is equipped with 24-hour external CCTV coverage, which captures the front and back entrances within the parameters of the property. **No cameras are installed internally**, as we respect the dignity and privacy of our children at all times.

Our home is supported by ADT, a Gold-accredited security protection alarm company approved by the National Security Inspectorate. The alarm system includes industry-leading features designed to ensure accessibility and prompt emergency response in the event of an emergency or intruder alert. These features include door sensors on the front and back doors, which can trigger a chime in the office to indicate when a door has been opened.

The chime feature is not used as a standard practice across the home. Its activation is determined solely through individual risk assessments based on the specific needs and vulnerabilities of the child. If deemed necessary, the use of the chime on the bedroom doors of the children will be time-specific, monitored, and regularly reviewed to ensure its continued appropriateness. The decision to activate this feature will be documented in the child's care plan, with written consent obtained from the placing authority or parents.

This approach ensures that the chime feature is a proportionate and targeted intervention, used only when required to safeguard the young person or others, while balancing the need to avoid unnecessary surveillance and maintain the child's dignity and privacy.

To ensure transparency, all decisions regarding the use of the chime feature are discussed with the child, their social worker, and other key professionals involved in their care. Regular reviews will evaluate whether its continued use remains necessary or if adjustments can be made to align with the child's evolving needs.

To provide attentive 24-hour care, we have Waking Night staff on duty between 20:30 and 08:30 to offer support throughout the night if required.

Window restrictors are placed on bedroom windows excluding the ground floor due to fire safety regulations, , to safeguard against significant risks. The installation and use of window restrictors are individually risk-assessed, discussed, and agreed upon with the placing authority or parents.

We understand that permission for any monitoring systems or adaptations is required from the placing authority or parents, and consents are retained on the child's individual file. The usage of CCTV, alarms, and other monitoring systems aligns with Haven House's CCTV and Alarms Policy, which supports the safeguarding and well-being of all living and working in the home in accordance with Regulations 24 and 12.

Adults undertake mandatory training to ensure they can respond to safety concerns in a proportionate, informed, and effective manner. This supports the welfare of each young person while fostering a learning culture within the home. Adults are alert to safeguarding issues daily and are responsible and accountable for reporting and addressing suspected abuse or maltreatment to protect young people from harm.

By addressing both the safety needs and the importance of children's privacy and dignity, we ensure that our approach to monitoring and supervision is always child-centred, risk-assessed, and aligned with best practices.

Adults also understand that internet use and social media is an integral aspect of children's lives which can provide social connection, stimulation, and a virtual playground for children to learn. Whereby adults generally use five common apps, children can use between five to fifty apps. Our home also acknowledges that there are gaps in law that often create unregulated online spaces resulting in children becoming vulnerable to abuse and exploitation online. Our home is therefore proactive in utilising resources and working in conjunction with SWGf1 to build the bridge of understanding and communication between adults and our children in relation to the online space.

Use of Monitoring Systems in the Home

To support the safety and protection of children and young people, Maple House may use monitoring systems in line with Regulation 21C(4) (privacy) and Regulation 24(A) (monitoring) of the Children's Homes (England) Regulations 2015. This includes, where necessary, the use of door monitoring systems and alarms to alert staff to movement in and out of the home or between rooms, particularly where there are known risks of absconding, self-harm, or other significant harm.

The use of such monitoring is **solely for safeguarding purposes** and is not implemented for surveillance or behavioural control. Consent from the placing authority and any other delegated responsible persons will always be sought in advance, and the appropriateness of monitoring will be reviewed regularly through risk assessments and placement planning.

Any use of monitoring equipment will be recorded in the child's placement plan and agreed through the care planning process. It will only remain in place where necessary and proportionate to reduce risk and support the child's safety.

8.2 The homes approach to behavioural support.

Creating a Supportive and Nurturing Environment at Maple House

At Maple House, we provide a trauma-informed learning and living environment designed to support the growth, development, and well-being of all our children. Our approach is rooted in best practices, ensuring that dignity, respect, and equity remain at the forefront of all interactions. Through carefully crafted strategies and a commitment to fostering positive relationships, we create a safe and nurturing space for children to thrive.

Trauma-Informed Care and Positive Relationships

1. Trauma-Informed Training:
 - Our adults are equipped with trauma-informed training, enabling them to understand the impact of trauma, abuse, maltreatment, and neglect on children's behaviour and development.

- This knowledge informs the development of positive and equitable strategies to build relationships based on trust, respect, and mutual understanding.
- 2. Promoting Emotional Regulation:
 - We emphasise creating a calm, nurturing home environment where children feel secure and supported.
 - Through consistent, trusting relationships, we help children develop healthier ways to regulate their emotions and communicate their feelings.
- 3. Playfulness, Acceptance, Curiosity, and Empathy (PACE):
 - The principles of PACE are embedded in our daily interactions with children to promote secure attachments and emotional safety.
 - By engaging with children in a playful and empathetic manner, we encourage openness, connection, and healing.

Positive Behaviour Support

1. Celebrating Achievements:
 - We provide multiple opportunities to celebrate achievements and recognise positive behaviour, fostering a sense of accomplishment and self-worth.
 - Celebrations include verbal praise, certificates, small rewards, and participation in activities that the child values.
2. Positive Reinforcement:
 - Our approach focuses on rewarding positive behaviour while addressing challenges with patience and understanding.
 - We use a rewards system linked to individualised targets, which allows children to earn incentives. These incentives can contribute to a monetary reward or other meaningful experiences, encouraging motivation and consistent effort.
3. Calm Diffusion of Negative Behaviours:
 - When behaviours of concern arise, we focus on de-escalation and understanding the underlying causes through Debriefs.
 - Adults are trained in PRICE (Protecting Rights in a Caring Environment) techniques, accredited through the Restraint Reduction Network, to safely manage behaviours of concern while prioritising the child's dignity and well-being.

Rules, Boundaries, and Safety

1. Clear Rules and Boundaries:
 - Boundaries are introduced upon admission to provide structure and ensure the safety of both children and adults. These rules emphasise socially acceptable behaviours and promote a sense of security.
 - The aim is to help children feel safe, valued, and well cared for while guiding them toward healthier coping mechanisms.

2. Understanding Maladaptive Strategies:

We recognise that children may have developed maladaptive strategies as a response to trauma. By addressing these behaviours with empathy and consistency, we support them in adopting healthier ways of coping.

Collaborative Efforts with Partner Agencies

1. Building Relationships with External Partners:
 - We strengthen communication and relationships with partner agencies to develop and implement positive behaviour strategies.
 - For example, we collaborate with local Police Community Support Officers (PCSOs) to engage with children in constructive ways. This approach aims to reduce unnecessary police involvement and prevent the criminalisation of children.
2. Shared Responsibility for Positive Outcomes:
 - By working closely with external stakeholders such as schools, mental health professionals, and social services, we create a cohesive support network for each child.

- Multi-agency collaboration ensures that behaviour management strategies are aligned with the child's care plan and individual needs.

Incentives and Rewards for Growth

1. Reward-Based Systems:
 - Our incentive schemes are designed to encourage children to work toward personal targets, fostering responsibility, goal-setting, and motivation.
 - Rewards are meaningful and individualised, ranging from monetary rewards to experiences that the child finds valuable.
2. Building Accountability and Self-Esteem:
 - Through the rewards system, children learn the value of effort and accountability, which contributes to their sense of self-worth and achievement.

A Holistic Approach to Care

At Maple House, our focus is on creating a supportive environment where children feel safe, respected, and valued. By combining trauma-informed care, positive reinforcement, collaborative partnerships, and a structured rewards system, we empower children to overcome challenges, celebrate successes, and build a brighter future.

8.3 Management of restraint and physical intervention

Adults are trained by our inhouse PRICE instructor, the training module is a two-day introduction in positive approaches through challenging behaviour and regular in-house refreshers are undertaken. This is to support adults with techniques to de-escalate and avoid situations that may require the use of any physical interventions. The Registered Manager will monitor and review incidents where physical intervention has been used, in accordance with Regulation 35. Our Responsible Individual will also monitor and analyse behavioural patterns and the use of de-escalation techniques to promote reflection and learning. Everyone involved, or those who witness any physical restraint will be given full support through debriefing, and a record made and copies provided to the young person's social worker.

Using ad hoc rewards for positive achievements and encouraging good behaviour is important to support children to make behavioural changes and build self-esteem. Consequences are to be agreed to reinforce the cause and effect of negative actions. Consequences will be in line and proportionate with the nature of the negative behaviour. It may be that a young person has a privilege removed such as not going out on leisure activity, or time from a device has been removed. Children may be encouraged to be part of agreeing on the consequence together with the adults to encourage and promote learning and reflection. The young person will have the opportunity to redeem any consequences that may be imposed.

We promote a policy of de-escalation in crisis situations and strongly believe in non-physical intervention, any level of physical restraint will only be performed as last resort. PRICE principles will guide adults through the Individual behaviour support plan, which will outline triggers, escalation and de-escalation techniques to minimise the use of touch control.

All restraints are subject to training and are measured to be safe, reasonable, proportionate, and necessary. The use of intervention will be recorded in a format required in the Children's Home Regulations 2015 and any amendments thereafter. All parties with a legitimate interest in the welfare of the young person will be informed of the restraint and all personnel involved in the situation will be offered a restorative approach; this includes the young person and adults involved and any witness.

All incidents involving any positive handling by adults will be recorded, reported, monitored and evaluated. Moreover, any concerns about an adults member's competency when using restraint will be addressed and recorded in supervisions.

Reparation and Restorative Justice

We will help our children and children to reflect and take responsibility for any damage and aggression to people and property when things go wrong. We recognise that in doing so it is a good way to restore relationships and to

build trust. This can take many forms for example a verbal or written apology, a meeting with the person who has been wronged, to repair or replace the damaged item, or a daily chore.

8.4 Missing from Care

Our aim is always to safeguard and promote the welfare of children and children at Maple House; as well as to effectively manage the potential risk they pose to members of the community. It is recognised that this requires joint working between agencies and professionals. When a child or young person goes missing or runs away, they are at risk. Safeguarding, therefore, includes protecting them from this risk.

The current definitions of a 'Missing Person' in use by Harrow Police Force are:

- **High-Risk** - The risk of serious harm to the misper (missing person) or the public is assessed as very likely.
- **Medium-Risk** - The risk of harm to the misper or the public is assessed as likely but not serious.
- **Low-Risk** - The risk of harm to the misper or the public is assessed as possible but minimal.
- **No Apparent Risk (Absent)** - There is no apparent risk of harm to either the misper or the public

Where a child is classified as 'Absent without Permission' adults should take all practical steps to establish the child's location and ensure a return without delay in keeping with the London Philomena Protocol. When all these checks have been carried out and the child's whereabouts are still unclear the young person will be reclassified as missing, and the police informed. If a child is thought to be vulnerable, a report will be made to the police. Each young person will have their allocated grab pack to facilitate a missing person's report. Upon the child's safe return, a Return Home Interview will be arranged in conjunction with the placing authority.

. Independent Safeguarding and Whistleblowing Referral Line

Optimum Youth Care is committed to ensuring that children are protected from harm and processes are robustly managed. At Optimum Youth Care there maybe times when family members are connected personally to members of the senior leadership team and we aim to ensure that all staff and leaders are able to share allegations and whistleblowing concerns without prejudice.

JM Workforce Services Ltd will act as our independent safeguarding and whistleblowing partner who will refer any whistleblowing concerns or safeguarding matters to the relevant safeguarding bodies and regulators in the event that such concerns could not be managed internally or internal systems could be compromised, consequently. Staff and/or Leaders can report direct concerns via telephone or in writing.

Company details: JM Workforce Services Ltd
Address: The Old Rectory, Main street, Glenfield, Leicester, LE3 8DG
24 Hour telephone line: 07951867417
Email: directors@jmworkforce.co.uk

9. The Leadership and Management Standard

9.1 Details and work address of Registered Provider, Responsible Individual

The Registered Provider/Responsible Individual is:

Optimum Youth Care Limited
2a Rickyard Barn Stoke Road
Blisworth
Northampton
Northamptonshire
NN7 3DB

Registered under the Company Reference: 11202567

Director: Sarah Walters

Email: sarah@optimumyc.co.uk

Female

Optimum Youth Care Limited is founded and established by our Director, Sarah Walters a qualified Social Worker with 14 years of Local Government front line child protection, looked after children, court intervention, safeguarding. In addition, Sarah is also a qualified Child Focused Systemic Practitioner from the Institute of Family Therapy, Practice Educator post-graduate qualified from London Metropolitan University and certified Level 5 Diploma Leadership and Management qualified. Sarah is currently undertaking her Level 7 in Senior Leadership. Sarah Walters' career has been built on pursuing the welfare and protection of children within social care within the Local Authorities of Birmingham, Harrow, Ealing Hammersmith and Fulham and Hillingdon. In addition, Sarah Walters is also the Managing Director of Optimum Youth Care Limited semi-independent provisions, accredited by the Commissioning Alliance, located within Harrow. Sarah Walters has completed her training on the regulatory and inspection frameworks of Responsible Individual leadership and management course and is also trained as one of the Designated Safeguarding Lead.

Additional Qualifications:

- Level 5 Diploma Leadership and Management
- BA Hons Social Work
- PG Certificate Child Focused Systemic Practitioner
- PG Certificate Practice Educator (Social Worker)
- Regulatory and Inspection Framework – Responsible Individual
- Lovin' Care

Full time - Home Manager: Simon Walters

Email: simon@optimumyc.co.uk

Male

For more that 15 years Simon has been nurturing his skills and continues to gain a wide range of experience in the health and social care sector. Simon has a history working under CQC regulated care services safeguarding and providing care for adults with learning disabilities and mental health challenges in a residential setting. Simon also has experience as a Deputy Manager in an OFSTED regulated children's residential setting providing care for children with emotional, behavioural and developmental needs, this has covered children with self-harming behaviours, mental health diagnosis, complex post traumatic stress disorders, autism, ADHD whilst integrating trauma informed care practices. This overview and experience has positioned Simon well to think about the long-term care trajectory for children with learning disabilities, preparing them to develop their strengths to lead a fulfilling and meaningful life into their years of independence. Simon will be attending the PRICE (Protecting Rights in a Caring Environment) train the trainer course in March 2025 which he will lead training to all new recruits at Maple House.

Additional Qualifications:

- Level 5 Diploma in Leadership for Health and Social care and Children and YP Services
- Level 7 Post Graduate Diploma in Leadership Strategy and Innovation
- MBA
- BSc Hons Sports Coaching
- PRICE instructor
- Lovin' Care

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

Training and Professional Development

All adults working at Maple House undergo robust induction and continuous professional development in areas directly relevant to our cohort of children. In addition to mandatory training (safeguarding, first aid, medication, fire safety), staff also complete or work towards specialist accredited qualifications in:

Personal Care – Appropriate Touch and Dignity

Global Developmental Delay (Level 2)

Caring for Children with Complex Needs (Level 2)

Learning Disabilities (Levels 2, 3 & 4)

Physical and Learning Disabilities (Level 2)

ADHD and Autism (Levels 3 & 4)

Life Story Work (Level 2)

Stress Management (Level 2)

This specialist training ensures that our team is well-equipped to provide personalised, informed care for children with mild to moderate learning disabilities, autism, and complex developmental needs. Staff training needs are reviewed regularly through supervision and annual appraisals, ensuring their skills remain current and reflective of children's needs.

Our Adults

Carer's Initials	Role	Experience	Qualifications	Gender	Full/Part Time
Y C Team Leader	Team Leader	Yasmina brings over 7 years' experience across children's residential care, learning disability services, mental health, and adult care, with strong progression into senior and leadership responsibilities. She has worked extensively with children and young people with	Level 3 Diploma for the Children and Young People's Workforce alongside additional qualifications in behaviour management, childcare, and health & social care.	F	Full time

		EBD, autism, ADHD, bipolar disorder, self-harm risks, and complex needs, including time in EBD homes and LD settings			
NT	SRSW	<p>NT has over 30 years' experience supporting vulnerable people, including young people, adults with learning disabilities, mental health needs, and older adults. NT holds a QCF Level 3 Diploma in Children and Young People in Residential Childcare and has experience in education, senior support roles, lone working, emergency response, and multi-agency working. NT has been a Senior Support Worker at Optimum Youth Care Ltd since June 2025 and demonstrates a committed, values-led approach to care.</p>	FAQ Level 3 Diploma for Residential Childcare	M	Full time
CO	SRSW	<p>Has varied experience across children's services, adult social care, education, and healthcare. They have 1 month's experience supporting children with learning disabilities in a residential setting. Previously, they worked for 3 years supporting adults and</p>	<p>University of Nigeria Nsukka Degree in Health Education</p> <p>University of Sunderland Masters in Public Health</p> <p>Level 3 diploma in adult care</p>	F	Part Time

		<p>young adults with dementia and learning disabilities, and 3 years providing dementia, nursing, and respite care. Additional experience includes customer care (2 years), supporting infants and children during immunisations (2 years), and working as a Teaching Assistant in a primary school (2 years).</p>			
ST	SRSW	<p>ST has held senior and management roles including Home Manager of a children's home, Young People's Service Manager, Team Leader, Senior Mental Health Support Coordinator, and Housing Support Manager, with over 20 years' experience supporting children, young people, and vulnerable adults. ST work spans EBD, intensive support, mental health, housing-related support, and crisis intervention, delivered through both regulated and unregulated services and agency settings.</p> <p>ST is currently working as a Support Worker and has a strong background in staff supervision, safeguarding, multi-agency working,</p>	<p>ST is currently studying the Level 5 Diploma in Leadership and Management for Residential Childcare and holds Level 7 Housing Studies (Stirling University), Level 3 Housing Studies, and Community Mediation qualifications</p>	F	Part Time

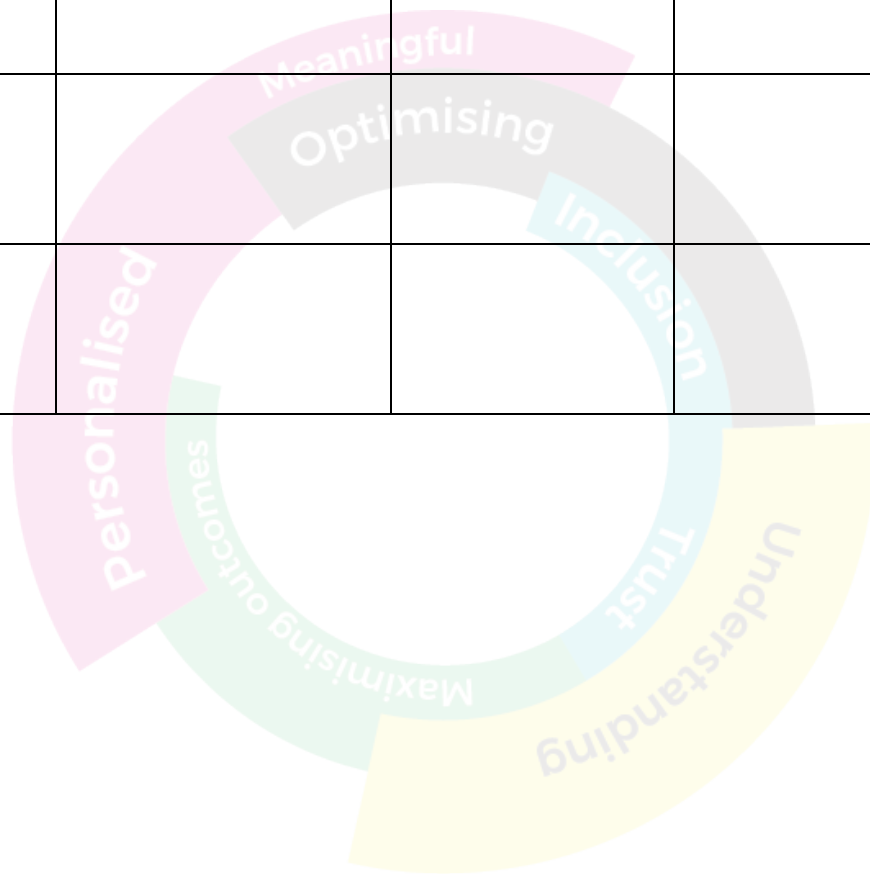
		service development, and leadership oversight.			
CN	SRSW	CN experience includes work as an Electrician's Mate with Astral North Limited (2023–2024), evidencing strong health & safety awareness and practical risk management skills. CN has worked as a Support Worker (2024–2025), supporting adults with mental health needs, and have recent residential childcare experience as a Support Worker over the past 3 months support both children with EBD and LD.	Technical and vocational qualifications in Electrical Installation (NABTEB Advanced Craft Certificate, NECO – Nigeria) and UK-recognised certificates including ECS (Electrotechnical Certification Scheme), PMVA, and IPAF. CN is currently enrolled on a Level 3 Diploma in Children Social Care.	M	Full time
SM	RSW	SM has 10 years of experience working in various capacities with children, this includes, mentoring, teaching assistant roles in SEN and mainstream schools as well children's residential homes for children with emotional behavioural difficulties and SEN.	SM has engaged in mandatory training including Safeguarding Children, Health and Safety and Equality and Diversity training SM has now made a start on his Level 3 Level 3 Diploma for the Children and Young People's Workforce	M	Part Time
MN	RSW	MN brings extensive experience across adult and children's social care, mental health, and healthcare settings. He has 2 years' experience as a Support Worker in the UK, including work with individuals with ADHD, mental health rehabilitation needs, and hospital-based care. He	Level 3 Diploma in Health and Social Care, BSc in Management Studies, Diploma in Psychology and Education, and UK-recognised Care Certificates (Children's and Adult Care)	M	Part Time

		<p>also has 1 year and 8 months in adult care, supporting individuals with dementia, learning disabilities, and ADHD in residential settings.</p> <p>In children's and young people's services, MN has worked as a Young Persons Support Worker within EBD provisions (1 year 6 months) supporting emotional regulation, behaviour management, and structured routines. MN also has 1 year's experience in a rehabilitation setting, strengthening his understanding of complex mental health needs.</p> <p>Additionally, Michael has 4 years' experience as a Healthcare Assistant in an inpatient setting in Ghana, providing direct care and support, contributing to his strong clinical awareness and professionalism.</p>			
CM	RSW	<p>Charles holds an OTHM Level 3 Foundation Diploma in Health and Social Care and relevant core training, including the Care Certificate, Paediatric First Aid, PRICE, Positive Behaviour Support, and ADHD and Autism awareness. He has experience in residential childcare, semi-independent provision, UASC settings, family support, and trauma-informed care, supporting young people with</p>	<p>OTHM Level 3 Foundation Diploma in Health and Social Care</p>	M	Part Time

		learning disabilities, ASD, and complex needs through safeguarding-focused, relationship-based practice.			
BS	RSW	Project Manager within a care organisation focusing on delivering child centred care- 2025, Ongoing - Experience in a fostering household- 5+ years, Ongoing - Supported children with LD and additional support needs to assist with their educational journey for data management- 2 years - Children's EBD (Haven house) -2.5 months - LD children (Maple house) - 1.5 months, ongoing	BSc Economics Level 5 Diploma in Leadership and Management for Residential Childcare- Ongoing	F	Full Time
NF	RSW	2 years as a Teaching Assistant, supporting children with learning disabilities, autism, cerebral palsy, and ADHD in SEND schools in both the UK and Nigeria. NF has 1 year's experience as supporting vulnerable adults and children in supported living, 1 year as a Pharmacist/Support Worker at the Nigerian Institute of Medical Research, supporting medication management and clinical appointments, and recent experience as a Residential Support Worker at Maple House (1.5 months) supporting young people with learning disabilities, autism, and ADHD.	NVQ Level 3 and Level 5 Diplomas in Health & Social Care, an MSc in Global Healthcare Management (UK), and a Bachelor of Pharmacy (Nigeria),	F	Full time

CO	RSW	<p>2 years supporting Children based in Nigeria</p> <p>3 years supporting Adults with Dementia and complex needs</p> <p>2 months supporting children with learning disabilities</p>	High Diploma Mass Communication NVQ Level 3 Health and Social Care	F	Full time
HQ	RSW	HQ 2 years' experience supporting adults and young people with learning disabilities, providing personal care, moving and handling, and daily living support. In addition, HQ has 1 year's experience in care operations management, including administrative duties, IT support, and completing risk assessments for domiciliary care service users.	BSc in Computer Science MBA in Brand Management	M	Full time
AD	RSW	AD has been in a role as a Mental Health Support Worker with over five years' experience, working across children's, young people's, and adult services. They have extensive experience as a lone worker, operating with minimal supervision while maintaining clear reporting and accountability to management. They have also worked within NHS hospital settings, supporting individuals	First degree in Business Administration and an HND (Honours) from Lagos State Polytechnic, Nigeria, as well as a BSc in Business Studies from the University of Greenwich, London.	M	Full Time

		with complex mental health needs. AD has several years experience supporting adults and children with learning disabilities.			



9.3 Adult contingency arrangements

We are committed to ensuring that our team of adults have been given the necessary skills to meet the individual needs of our children through an extensive programme of in-house and external training.

All adult members engage in the Reflecting Team sessions with our children. We adopt a transparent and reflective approach to our practice to encourage the development of insight and the ability to promote effective and lasting change for each of our children. Our dedicated adults will also be allocated key workers and will have areas of specialism which include approaches to promote positive behaviours and applying de-escalation techniques. This ensures that each person can benefit from continuity of support from the designated adults who all remain fully appraised on developments for the children in regular supervisions.

Catch up sessions with our children are also an opportune time to promote and consult with our children to enable them to contribute towards and shape their care planning.

The Home Manager is able to draw upon and deliver training, professional experience and allocate appropriate roles to drive the quality of practice to high standards, to achieve the desired goal of optimising the potential and resilience of the children within the home. This is achieved by implementing clear, consistent expectations whilst promoting a culture of learning and accountability. All adults attend training that not only covers the mandatory requirements of the Quality Standards but also specialisms that are required to meet the needs of individual children.

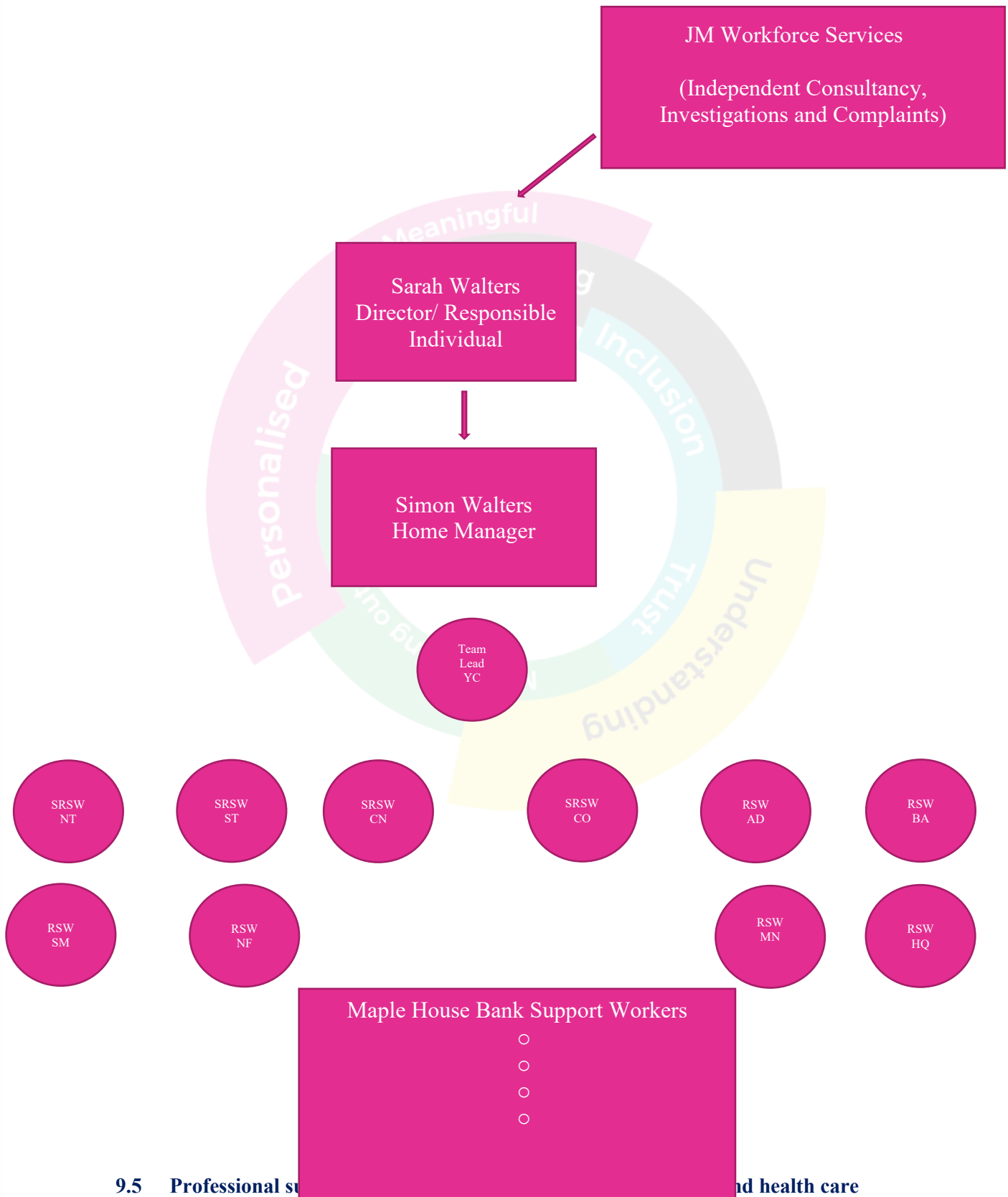
All new adults undertake a six-month probationary process, as part of their six months' probation training and automatically will be enrolled to all statutory and specialised training and have fortnightly reflective supervision, depending on scope and timescales for consistency. We aim to deliver 2 weekly supervisions for the first three months, 6 weekly supervisions to all staff with some leeway for annual leave and the summer and Christmas holidays.

This will be monitored by the Home Manager through the supervisions and mentoring process. Those who have not already achieved a Level 3 Diploma in Children and Children in Residential Care, or equivalent will automatically be enrolled to undertake the course within six months of employment once they have their probation confirmed.

All managers will undertake Safer Recruitment Training, the whole process is carried out in line with Maple House's Equality and Diversity, Safer Recruitment Policy and relevant regulations.

Adults training needs are identified through the on-going process of statutory obligations and the internal process of reflective supervision, team meetings and appraisals. Adults may be required to undertake more specialised training and aim to work closely with other agencies who will undertake bespoke training for the adults team so that we can relate as much as possible to the children that we support.

9.4 Details of the management and adults structure of the children's home, including arrangements for the professional supervision of adults including adults who provide education or healthcare
Our Organisational & Management Structure



9.5 Professional supervision and health care professionals

Maple House is fully committed to meeting supervision standards as set out in Regulation 33 (4b) of the Children's Homes Regulations 2015. We ensure all adults receive formal 1:1 reflective supervision including additional group or observational supervision and records are held by the Home Manager. Performance frameworks are embedded into each adult's supervision, to ensure a high standard of service is provided. Adults are appraised once a year.

Our team of adults consist of a core team who work-day, and sleeping night shifts. In the event that that additional adults is required, for example due to additional presenting risks, we will work closely with adults via agency providers who will be inducted into Maple House and have the opportunity to read all care plans, policies and procedures.

The purpose of supervision is to create a forum in which adults can be held accountable for their work, receive advice and support on work-based practice, and allow an opportunity to explore personal and continued professional development. Moreover, it ensures that all our children's needs are being safely met. Additional supervision will be provided especially to new adults as and when required or requested.

We ensure that there are regular monthly meetings with the adults in the home to keep adults up to date with the children's development, to share information regarding the reviews of children and home developments. The Home Manager also receives a reflective monthly supervision with the Responsible Individual where a discussion will take place about children's welfare, planning, reviewing, monitoring and evaluation of placement plans and practices. In addition to this, meetings are held regularly to report on practice and operational issues to ensure that there is an effective and efficient application of resources to each young person.

All new members of staff, will receive two weekly supervisions for the first three months; where appropriate monthly thereafter.

The home has an external Therapist Trudy Darien, who will check in on a monthly basis to provide reflective supervision with the management team. The Tavistock which is an organisation who are a specialists NHS mental health trust, will be providing reflective sessions with the team to support our children.

9.6 Gender status of the home and positive role models

If the adults are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes

We recognise the importance of having both male and female role models for our children as diversity of both sexes is crucial to encourage positive relationships. We will continue to implement our safer recruitment and selection process to ensure that appointments are diverse and inclusive.

10. The Care Planning Standard

Referral Process

- A.** Safeguarding will underpin all of our admission processes. Referrals to Maple House is carefully planned and organised, both for the young person moving in and for the wellbeing of our children in the home. Referrals are accepted from local authorities.
- B.** Every child is subject to a comprehensive placement assessment where we largely focus on matching suitability. This takes into consideration the wellbeing and progress of the individual needs of all the children living in the home, the potential impact of any risks a new child may have and skills and experience to manage the needs of all the children in the home including the new child.
- C.** We will identify any additional resources necessary to meet individual needs. Similarly, professionals and family will be consulted and made aware of the general philosophy of the home and its relationship to the rights and needs of the young person.
- D.** We strongly promote planned and meaningful transitions with children, families and professionals. period and a thorough assessment process which gives some time to for our children to form more positive attachments to our adults.

- E. Maple House aims to ensure that a placement-planning meeting is undertaken with the referring authority within 72 hours of their admission. The provision will work with associated professionals to ensure that statutory meetings are undertaken within the required timescales. Once a placement has been agreed, the provision will then notify the Home's Local Authority of the new placement in the borough.
- F. The Placement Plan will be regularly reviewed, discussed and amended if needed. Future plans will be made clear to all present at the Review meeting with the needs and wishes of the young person being taken into account.

For further information in respect of referral our Referral and Receptions policy can be shared upon request.

