



**ROSEWOOD**

**STATEMENT OF PURPOSE**

**ROSEWOOD FAMILY CARE  
CHILDREN'S RESIDENTIAL HOME, UK**

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Approval/Ratified by	Responsible Individual – Dhanlaxmi Mina Gandhi
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**ROSEWOOD HOUSE  
URN: 2828248**

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# STATEMENT OF PURPOSE

## 1. INTRODUCTION

This Statement of Purpose is written in line with the Children's Homes Regulations 2015. It has been set out to follow the Schedule 1 numbering and describes the benefits for young people when placed with us. It outlines the care we provide and how we are organised to provide that care. It includes an overview of the facilities, services, and practices we adopt to make sure that we continuously deliver effective services for the benefit of the children and young people in our care.

## 2. ROSEWOOD HOUSE

Rosewood House is a new and developing home in Northolt. It is a 4-bedroom semi-detached children's home providing accommodation to a maximum of 3 children from the ages of 8-17 years on admission. We are not set out to provide care to children who have physical disabilities or with impaired mobility, therefore, no adaptations have been required outside of its current design and purpose. Rosewood will be a unisex home.

Our accommodation offers a warm and nurturing environment designed and equipped to meet the needs, views and wishes of the children and young people residing.

The ground floor of the home provides a lounge, and a dining room that leads into a garden through French doors. The living room has comfortable sofas, a television and bookshelf. We intend to purchase a game console once a child is placed, so they can choose. In the dining room there is a large dining table and chairs where the children and staff dine together and play board games. There is a fully fitted kitchen situated at the rear of the home that also leads into the garden. The staff room is at the front of the home with a separate WC and washing facility and space to include a shower unit.

On the first floor there are three children's bedrooms, a staff sleep-in room and a family bathroom. All the bedrooms are single occupancy and have been designed to provide a modern and spacious feel to them. The children can choose their colour schemes and soft furnishings within their bedrooms and are encouraged to personalise their space further, as they wish, to encourage self-expression and ownership and gain a sense of belonging and feel at home in their surroundings. Each bedroom has a bed, chest of drawers, wardrobe, clothes basket, paper basket, bedside cabinet, chair, desk and desk lamp. Bedroom doors can be locked with a thumb turn devise from the inside to ensure privacy but can be unlocked by staff only if a child or young person is considered to be at risk of harm.

## 3. THE LOCATION OF THE HOME

Rosewood House is tucked away within a residential built-up area in West London in a multicultural little district called Northolt, which enables our young people to be integrated into the community. Health and well-being activities are promoted via access to the local parks, cinemas, sports, swimming and leisure facilities.

Various essential amenities are within proximity of Rosewood Family Care such as the GP surgery Barnabas Medical Centre, which is on Girton Road itself, a mere 30 second walk away. The Northolt Leisure Centre, and parks such as Northala Fields are invaluable resources for supporting the children's physical and mental well-being. Additionally, local scouts operate near Girton Road, providing excellent opportunities for social engagement and skill development for children.

Several schools serve the Northolt area, including Willow Tree Primary School, Northolt High School, and John Chilton School (a school specialising in children with special educational needs). Establishing strong partnerships with these institutions will support children's educational development and ensure appropriate placements.

The emergency services are relatively close by with Northolt Fire Station being only two minutes away, ensuring prompt fire response. Ealing Hospital, a major healthcare facility, is around ten minutes away, providing access to medical support when needed. South Harrow police station is 9 minutes away making this property ideal for emergency responses should the need arise.

The area is well connected with Northolt Park Station, Northolt Underground Station, Greenford station and Sudbury Hill station offering easy access for staff, family visitors, and professionals. This network supports transportation to and from schools and social activities.

There are good public transport links making it easy to access surrounding areas and central London. Children and young people and staff are encouraged to use the local areas for its shops and wide range of leisure facilities as well as being encouraged to access, where appropriate, to access local festivals and celebrations.

<b><i>Train Station Name</i></b>	<b><i>Lines</i></b>	<b><i>Distance from the station</i></b>
<i>Northolt Park</i>	Great Central Railway	0.5 miles
<i>Greenford Station</i>	Central Line, National Rail	0.7 miles
<i>South Harrow Tube Station</i>	Piccadilly Line	1.6 miles
<i>South Greenford</i>	Great Western Railway	1.4 miles
<i>Buses</i>	Final destination	<b>Walking distance to bus stop from home</b>

Management reviews the appropriateness and suitability of the location of the Home once a year. The review process will involve consulting and taking into account the views of appropriate local bodies and/or services. These include local agencies responsible for children's safeguarding – namely children's services for the authority where the Home is located and the police.

#### 4. PLACEMENT OPTIONS

We recognise that periods of transition increase anxiety and uncertainty in the lives of our young people. All placement options have a clear and transparent structure which can be communicated to our young people, enabling them to grasp the goals, objectives and timeframes for their care plans. Our interventions are also cost effective, providing excellent value for our partner agencies.

Our Local Authority Partners are encouraged to adopt Specific Measurable Achievable Realistic Timely (SMART) goals. We strongly believe that the clearer the expectation, the more likely we are able to work together to achieve them.

##### a) Intensive Short Stay Package – Up to Three Months

Young people who may experience family breakdowns or in more complex circumstances e.g. Special Guardianship or Adoption Breakdowns. The Local Authority may seek to

implement a plan of reunification which may consist of our three-tier package of support. This package of support may also be suitable for unplanned or emergency arrangements.

- Tier 1: Cooling Period, with Exploration and Goal Setting
- Tier 2: Implementation, intensive family support
- Tier 3: Reunification, transitioning and empowering

#### **b) Integrated Medium Package – Three to Six Month**

Young People will be assisted to build on their existing strengths, developing independent living skills to prepare them for a future of independence. Our Young People will have the option of engaging with our in-house Youth Counsellor to explore their thoughts, what their experiences mean to them and how their experiences can be reframed where necessary, to help and not hinder their capacity to optimise their potential.

#### **c) Long –Term Foundation Package – One Year+**

We recognise that the journey for some of our young people may require long-term stability in order to achieve the best outcomes for them. Young People with additional needs, such as learning difficulties or mental health.

### **5. Quality and Purpose of Care**

#### **5.1 Our Ethos, Philosophy of Care and Desired Outcomes for Children and Young People**

Our home provides care, guidance, support and promotes education and in turn developing decision, making and taking ownership for decisions. Children and young people are supported to explore and identify their feelings and emotions in a safe, reflective and manageable way. Keyworkers manage the care review and planning of each individual child and young person to ensure a holistic and child centred approach. Keyworking is monitored regularly by team leaders who are supervised by the Deputy Manager. Each member of staff will work collectively and individually with children and young people.

A keyworker is a named member of staff who has a central role in respect of a particular child. The keyworker should become the main co-ordinator of services for a particular child in the home, and working towards meeting a whole range of social, spiritual, emotional and intellectual needs in a way that promotes dignity, choice and independence. During the early stages of placement, the keyworker should spend sufficient time with the new child to assist with settling.

In working with children and young people in its care, Rosewood House seeks to promote the development of:

- The ability to make, maintain and develop relationships
- Self-awareness, self-management, and positive thinking
- A positive self-image and an enhanced self-esteem
- The highest possible level of academic and vocational achievement
- Emotional resilience
- A sense of personal competence and independence
- The ability to make positive life choices
- The ability recognise risk and keep themselves safe
- The pursuit of hobbies, talents, and further interests



The views, wishes, aspirations and feelings of our young people will be the spine of everything we do, drawing out their potential and celebrating individual achievements.

In order to promote outcomes for children and young people we provide the following:

- Full-time residential care from a trained, experienced and highly motivated staff team.
- Residential accommodation which is comfortable, modern, and attractive in which children and young people have their own rooms.
- A consistent, supportive, and positive style of working to develop self-awareness and self-management in children and young people.
- Support and training to enable our young people to build and enjoy positive relationships with other children and staff.
- A wide variety of new experiences for each child and the development of particular talents or interests.
- Positive links with the wider community, outside agencies, further education facilities and work placements.

The primary aim of Rosewood Family Care is to provide a safe, supportive, and nurturing family environment where children can feel happy and cared for, and develop positive relationships, so that they can thrive, develop, build resilience and self-worth to achieve their full potential.

The aim of the service is to provide:

- **24/7 Residential Care**  
We will offer round-the-clock care for children aged 8-17 years on admission, with staff on-site at all times to provide supervision, support, and security.
- **Emotional Support:**  
Our team will be skilled to identify emotional challenges with both bespoke face-to-face and online trainings. They will provide tailored interventions including speech language resources, resilience building, promoting British values and social inclusion to support the emotional development and well-being of children and young people.
- **Partnership Working and Educational Support**  
We will work closely with local schools and education professionals such as SENDCO, Virtual School Advisors and Headteachers. We are aware of the 25 hours per week entitlement and advocate this upon initial Placement Planning meeting.
- **Life Skills Development**  
We understand the importance of preparation for adulthood and aim to provide children and young people with opportunities to develop practical life skills, including decision making, cooking, budgeting, personal care, and preparing them as early as possible (suitable) for independent living.
- **Health and Well-being**  
We feel partnership working is essential for the overall health and wellbeing of our children and young people. We will ensure that they have access to appropriate healthcare services, medical, dental, and mental health support. Staff will ensure that children attend appointments and have a better understanding of their health needs.
- **Activities and Social Engagement**  
We encourage participation in recreational activities and social events, both within the home and in the wider community, to build confidence and promote positive social skills.



Our core objectives include:

- **Safety and Protection**  
To create a safe and secure home where children feel protected from harm, abuse, and neglect, with robust safeguarding procedures in place.
- **Holistic Care**  
To provide personalised Care Plans tailored to the individual needs of each child, addressing their emotional, physical, social, and educational development.
- **Emotional Support and Therapeutic Frameworks**  
To offer emotional support through a range of therapeutic frameworks such as PACE and offer emotional support, helping children process past traumas and develop positive coping mechanisms.
- **Promoting Independence**  
To equip children with the life skills and confidence needed to transition successfully into adulthood and independent living.
- **Respect and Inclusion**  
To respect the individuality, rights, and diversity of each child, ensuring they feel valued and included in all aspects of life within the home.
- **Collaboration with Stakeholders**  
To work in close partnership with parents, guardians, social workers, local authorities, and external agencies to ensure the best outcomes for each child.
- **Positive Behaviour Support**  
To promote positive behaviour through a consistent, nurturing approach that focuses on understanding and meeting the needs of children, while managing challenging behaviour in a safe and supportive manner.

## 5.2 Our Client Group

At Rosewood Family Care, we are able to accommodate and support children and young people aged 8-17 years on admission, who may have varying emotional needs, behavioural difficulties or abilities from diverse backgrounds, to develop their social and independent living skills. We recognise and build upon the strengths of the children and young people, building resilience and optimising potential, enabling them to thrive. This is achieved through:

- Effective Risk Assessment and implementation of Safety Plans with evidenced based tools
- Psychotherapeutic interventions through counselling and directed practice approach for staff
- Direct Work/Key Sessions/Observations
- Child and Family Assessment
- Planning and Review
- Life Story Work
- Age Assessments

In-house assessments and psychotherapeutic counselling may be conducted on behalf of the Local Authority to inform Local Authority Care Plans and Risk Assessments, upon request.

Currently, the Home will not be able to accept those with histories with firearms, knives,



and sexual abuse onto others; harm to animals and self-harm. However, the home can support ideations of self-harm with no previous attempt.

Children and young people may have a diagnosis of medium-level learning difficulties as a secondary need alongside low-level primary presentation of Emotional Behaviour Difficulties (EBD) and Social, Emotional, and Mental Health (SEMH), as a result of adverse childhood experiences (ACE) such as early life trauma, complex or challenging behaviour, neglect. Rosewood House can accommodate one young person beyond their 18<sup>th</sup> birthday; however, this will only be done where it can be established that it is in the young adult's best interests.

Reasons for this could be:

- Where the young person's moving-on placement has fallen through, and the placing authority is seeking alternative arrangements.
- Where the young person is in education and wishes to finish their course.
- Where there is agreement, including the young person, that they are not yet ready to leave, and a focused plan is in place to achieve this.

However, irrespective of the reason(s), Rosewood House will:

- Identify the risk and impact of every young adult living at the home on any children at the home.
- Take action to minimise the risks and negative impacts on children; and ensure every young staff has a regularly updated and reviewed moving-on plan and care plan.
- Ensure that the home remains wholly or mainly for young people under the age of 18 years old.

We are committed to developing staff knowledge and skills through specialist and service led trainings exploring and developing how to best support the presenting needs of the home. This is monitored through a constant graduated approach of reflect, plan, do, review cycle by leaders of the home.

The home approaches Risk Management in a collaborative way to ensure all risk management plans have multi-agency and resident input. Our aim is to support children and young people, allowing them to take age-appropriate risks, ensuring a more positive long-term gain.

This approach to risk enables support children and young people to learn the skills required to control their emotions, behaviour and ultimately develop the ability to responsibly manage their own risks within their life.

We aim to support children and young people to develop skills in managing and maintaining relationships with others; emotional dysregulation management and impulsive control, problem solving skills and self-compassion.

Each young person living at Rosewood House will have a Support Plan, which clearly sets out how their assessed needs are to be met by a home on a day-to-day basis. This Plan is designed to be written in consultation with the placing Local Authority and the young person, and is monitored by the young people, key workers and approved by the Home Manager. It is a live document that is regularly updated and takes into account any changes approved at the young person's Children Looked After (CLA) Statutory Review in discussion with the social worker, if it is felt that the young person's circumstances have changed or that their existing Support Plan no longer reflects their needs at the time. Children and young people have access and input into these Plans daily.

Rosewood House is committed to upholding the principles of the Equality Act and actively promotes equality, inclusion, and diversity for everyone it engages with including prospective, current, and former children and young people. We are dedicated to making every reasonable effort to meet the requirements of the Act and any related legislation.

### 5.3 Referrals, Admissions and Moving into Our Home

#### a) Referrals

During the initial assessment of needs we consider the placement match potential of any referred young person. Subject to this we would also consider an emergency admission depending on the circumstances and degree of urgency.

Wherever possible, we aim to facilitate planned admissions to allow for a thorough referral, assessment, and matching process. However, we understand that our partner local authorities may occasionally request same-day placements in response to urgent circumstances. In such cases, we will only consider offering a placement if we are confident that the child's needs can be safely met and that their arrival will not negatively impact the wellbeing of the existing children in our care. Decisions will be based on the referral information provided and a risk assessment to ensure the child's needs align with our Statement of Purpose. We do not typically accept placements for respite or very short-term care, as these may be disruptive to the stability and emotional security of the current young people in the home.



A child can move in during the evening or weekend following the initial referral being discussed and agreed between the Placing Authority, Service Manager and Home Manager. A placement planning meeting must be requested, taking place within 72 hours to enable the full admission process to be undertaken.

We do not accept children who have a history of significant criminal behaviour involving fires, arms, history of sexual abuse onto others, hurting animals, and self-harm.

#### b) Admissions

Admission decisions are made in collaboration with the referring local authority and other key stakeholders. A placement will only be offered where we are confident that Rosewood House can effectively meet the child or young person's needs through the services and support, we provide.

We carefully consider the overall stability and safety of the home, assessing whether the child can be successfully integrated and supported to achieve positive outcomes within the resources and capacity available.

#### c) Moving Into Our Home

A matching process and impact assessment is undertaken in considering each child referred to the home, as part of this process we aim to establish the Local Authority's plan and arrangements proposed for the provision of education. Where possible, we request that the planning is initiated prior to the child moving in to minimise any delay in commencing education.

The Home Manager will assist, wherever possible, in exploring potential education placements or packages to identify the most appropriate provision for the child. This should be undertaken in consultation with the social worker and Virtual School taking

into consideration the individual needs and preferences of the child, their educational history, records, and recommendations, made by the placing Local Education Authority officers and professionals. Their Support Plan will provide details of the child's needs and the arrangements to support the provision of education.

The options are:

- Full-time mainstream school
- Part-time mainstream school plus part-time out of school education
- Alternative specialist education provision or bespoke package
- Tutoring programme
- Full time college or apprenticeship programme

Where a child has been out of education, we will acknowledge the factors that may pose a barrier to re-engaging in education. In these circumstances a step-up programme will be agreed as a measure to support reintegration into education.

The Home Manager and staff will support the child in the following ways:

- Support a routine that promotes education.
- Ensure that they are up and fully prepared for their education each "school" day, this includes being washed, dressed in required uniform, fed and with the correct equipment needed for the day ahead.
- Adhere to the requirements of the home school agreement.
- Provide the child with facilities and an environment that assists them to undertake self-study and ensure that any homework set is completed on time, with support from staff being available where required.
- Ensure that each child has a Personal Education Plan (PEP) which is prepared and reviewed termly and supported by the home.
- Recognise educational achievements through praise and reward.
- Access resources and opportunities to support the child's education.
- Maintain close contact with education staff in line with a good parent supporting the home/school agreement.
- Attending parents' evenings, meetings, and other events at school.
- Ensuring that social workers and natural parents are kept aware of progress, and keeping up to date records of educational progress, engagement, and attainment.

#### **5.4 Supporting the Cultural, Linguistic and Religious Needs of the Children**

We actively promote equal opportunities and uphold a strong anti-racist commitment. We are dedicated to fostering equality for all children, encouraging individuals from every social background, religion, race, and disability (including those with special educational needs) to reach their full potential.

We aim to have a culturally diverse home from children and young people and staff and are always eager to explore our British Values together, as well as our varying celebrations across religions. Our home is keen to promote an individual's identity and to develop everyone's cultural awareness.



Early insights into children and young person's specific needs are usually gained from a variety of sources including:

- Information generated via the referral and admission procedures
- Discussions with the young person, parents / carers, and local authority representatives
- House meetings
- Additional evidence associated with early observations, experiences, and conversations with the individual child

The Home Manager ensures that meaningful discussions are held with both the child and their primary carer and the social worker to identify their unique needs and determine the necessary actions to include this information in the initial Support Plan.

Linguistic needs are recognised through young people's use of their preferred method of communication, accent, and colloquial language and this is how it will be approached. We accept and value the importance of religious observance, and any resident will be encouraged and supported in continuing the practice of their chosen religion or faith. There is a multitude of Christian, Sikh, Muslim and Hindu places of worship.

Rosewood House will place strong emphasis on advocating the significance of understanding and appreciating difference, diversity, and inclusion with effective policies on equality and diversity, anti-bullying, and special educational needs.

We will encourage and respect the cultural, linguistic, and religious diversity of everyone, which in turn promotes a sense of identity and belonging through the delivery of various workshop style days where culture and community is celebrated safely together.



Children and young people will be supported to maintain their own individual sense of identity in accordance with their culture. This may be promoted through cuisine, music and arts, personalising their own bedroom to reflect their own style or community customs. Staff will make every effort to facilitate the continuation of religious or spiritual observances. Religious practices may enable young people to have a sense of purpose and inform the development of their identity. Locally within and on the outskirts of Northolt, there are churches, mosques, temples and community centre which promote prayer, worship, meditation or religious practices. At Rosewood House staff will be informed of religious additional aspects pertaining to dietary needs such as halal meat, diets which restrict food such as pork etc. Staff will be sensitive and supportive to enable young people to practice their faith confidently and freely.

Although children and young people will be encouraged to join in activities which reflect their diversity of race, culture, religion, language and abilities, they are not compelled to do so. Birthdays, named days, cultural and religious festivals are celebrated with different themes for evening meals, as appropriate.

As part of the Placement Planning stage, this will be discussed and plans will be put in place for meeting specific needs, which will be agreed with the young person and their placing authority.



## 5.5 Complaints, Suggestions, and Quality Assurance

We strive to create an environment that welcomes scrutiny and challenge, fostering continuous development and maintaining the quality of our service. Complaints and suggestions can be raised in various ways; parents, staff, and other significant individuals are encouraged to contact the home directly to share their concerns.

If a complaint is not submitted in writing, the staff member who receives it must document it accurately. This record should then be reviewed and, whenever possible, signed by the complainant to confirm its correctness. Anyone who is the subject of a complaint will not be involved in its consideration or investigation, except at the initial stage if the Home Manager deems it appropriate to seek an early resolution.

On admission to the home, young people and their families; significant others, and independent visitors, are provided with information on how to complain. Information is available on how an advocate can be accessed within The Children and Young Person's Guide.

Children, young people, or their representatives have the right to raise complaints or concerns about any aspect of their care or living experience in the home with the management team, including the Home Manager, Mayolin Henry, or the Responsible Individual, Dhanlaxmi Gandhi (Mina). They will also be supported in accessing an external advocate to assist them throughout the complaints process, with the home providing help to facilitate access to this service.

All complaints are addressed seriously and without delay, and a complaint will be fully responded to within a maximum of 28 days.



Children and young people are kept informed of the progress and offered support as required. Where necessary, a suitably skilled advocate will be sought to provide assistance in making a complaint where the young person has communication impairment or other specific needs which require specialist involvement.

Whether a complaint is made informally or formally, all parties involved should make every effort to respect confidentiality and only made accessible by inspecting bodies. All parties should be assured that making a complaint would not adversely affect the resident and their needs to feel that they will be listened to regardless of the level of seriousness and without any fear of reprisal against them.

Complaints may be considered initially on an informal basis but if the complainant is not satisfied a written complaint may be made. Should satisfaction still not be achieved at this stage, the complaint may be taken to a panel of at least three people, one of whom will be independent of Rosewood House.

A copy of the Complaints Policy is available to all on request. All complaints are dealt with informally, if possible, although a formal resolution/investigation may be necessary in some cases. All complaints are recorded.

You may also at any time contact:

Ofsted  
Telephone: 0300 123 1231

Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

The Children's Commissioner: 020 7783 8330, 0800 528 073  
NSPCC: 0800 11 11  
NYAS: 0808 808 1001

We also recognise the right of a young person to access the complaints procedure of their placing authority and support them in doing this.

## 5.6 Access to Safeguarding, Child Protection, and Behaviour Management Policies

All policies and procedures are available to staff through the Company's online reporting and recording portal. Staff are made aware when policies have been reviewed or updated on the portal.

Any person, Body or Organisation involved in the care or protection of a child can request to access an e-copy of the following policies:

- Safeguarding and Child Protection Policy
- Child Sexual Exploitation (CSE) Policy
- Child Criminal Exploitation (CCE) Policy
- Radicalisation and Extremism Policy
- Whistleblowing Policy
- Behaviour Management Policy
- Physical Intervention Policy
- Prevention of Bullying Policy



## 5.7 Quality Control

Rosewood Family Care is committed to continuous improvement. Our practices are regularly reviewed through:

- **Internal Audits:** Conducted to monitor the quality of care, safeguarding practices, and compliance with regulations.
- **Ofsted Inspections:** We welcome regular inspections from Ofsted to ensure we maintain high standards of care.
- **Feedback from Children and Stakeholders:** We actively seek feedback to understand the experiences of the children in our care and make improvements where necessary.

In addition to monitoring and inspection from statutory bodies, Rosewood House will have a culture of involving young people, their families and significant others as well as placing authorities to have a say in the improvement of the Home through surveys and questionnaires. There will also be a suggestion box offering an additional method for young people, families, professionals and staff to have their say.

The Home will receive a formal Inspection each month from an independent person. In addition to spending time with young people, staff and management. A comprehensive

breakdown of what has gone well and what has been challenging enabling a thorough insight of how the Home is functioning.

The Home Manager also monitors the home's provision through regular checks as required by The Children's Homes Regulations and Quality Standards and sends six monthly summaries to Ofsted as required. During these checks the manager or responsible individual consults with families, social workers and speaks with the individual young people.

In practice we will promote the above by:

- Safe Recruitment
- Equal Opportunities
- Safe living environments
- Complying with Children's Home Regulations 2015
- Complying with the Children's Homes Quality Standards
- Providing Children with information about their rights and advancing Children's Rights
- Providing children with access to external bodies i.e. Child-line, Ofsted, independent advocate etc.
- Responding positively and thoroughly too any complaints and representations they may make ensuring no one suffers reprisals.
- Responding positively to any staff concerns about any practice concerning the service to children we accommodate
- Enforcing our Disciplinary Procedure
- Advising the child's placing authority of any matters that affect the child's welfares, including staff concerns child complaints and individual staff disciplinary matters
- Working to improve outcomes for children
- Actively listening to children
- Sought therapy and therapeutic interventions, in a child centred approach
- Providing positive care, accommodation, food, education, leisure opportunities etc.
- Staff at Rosewood House are required to promote good practice with regard to Children's Rights.

Details of the home manager (at local level) and the responsible individual are listed below. A copy of the Complaints Policy is readily available on request at the service.

Responsible Individual - Dhanlaxmi Mina Gandhi:

[responsible.individual@rosewoodfamilycare.co.uk](mailto:responsible.individual@rosewoodfamilycare.co.uk)

Home Manager - Mayolin Henry: [registered.manager@rosewoodfamilycare.co.uk](mailto:registered.manager@rosewoodfamilycare.co.uk)

Managing Director – Mustafa Anwar: [mustafa.anwar@rosewoodfamilycare.co.uk](mailto:mustafa.anwar@rosewoodfamilycare.co.uk)

## 6. Children's Perspectives and Involvement

We ensure that the feelings, wishes, and views of the children remain central to our practice. We are committed to advocating for and supporting them to have a voice and to feel genuinely heard. Our fundamental principle is to listen carefully to the children, taking their perspectives into account, and providing them with the necessary information to support informed decision-making regarding their day-to-day life within the home and their wider care plans, where we will act as their advocates. Children are also encouraged to participate in and contribute to the ethos, environment, and routine of the home.



The Home Manager must ensure that staff:

- Proactively seek, consider, and, wherever feasible, act upon each child's wishes and feelings concerning decisions about their care and welfare
- Regularly consult with children to obtain feedback regarding the quality of care provided by the home
- Clearly explain to children how their wishes and feelings have been considered and provide justification for decisions made
- Support and encourage each child to express their wishes and feelings, facilitating access to specialist communication support when required
- Inform each child about the extent to which their confidentiality will be respected, including circumstances under which it may be overridden
- Assist children in preparing for care review meetings, ensuring they are enabled to effectively voice their wishes and feelings

## **6.1 Consultation with Children and Young People**

Children and young people will be encouraged to take on advocacy roles within the Home within various areas such as health and safety, enrichment and activities etc. We will target advocacy roles around strengths or long-term interests.

Rosewood House believes that when children and young people are involved in decision-making, it helps them to feel valued and that their opinions are listened too and respected, enabling them to form a sense of identity and a sense of belonging. Great emphasis will be placed on consultation and contributions of our children and young people.

Other forums that children and young people are encouraged to use to voice their wishes and feelings can include, PEP, CLA and Planning meetings and the national care council and will be supported to do so.

Children and young people will be consulted over a number of operational/domestic matters such as menus, the decoration of the Home and their bedroom as well as other home improvements, activities holidays and theme days.

The above systems consider the children and young people differing communication needs.

## **6.2 Children's Guide**

We provide a guide for the children which gives an overview of what the child can expect whilst living with us. The Children's Guide is age appropriate, accessible and sets out a summary of the Statement of Purpose, how to raise a complaint and how children can access advocacy support and contact information for the Office of the Children's Commissioner amongst other helpful contacts. We will ensure that a copy is shared with the child before they move in and spend time with the child to discuss the guide, allowing the child the opportunity to discuss its contents and ask any questions they may have.

## **6.3 Care Planning**

We will involve and encourage the child to contribute to their support plan. We will encourage and support the child to participate and contribute to meetings surrounding their care planning and reviews, providing appropriate explanations and choices about their day-to-day life. Children can access their plans and reports through their own ClearCare logins.

## 6.4 Residential Updates

We have regular house catch ups where the children and staff get together to chat about a range of topics such as the home, relationships, ideas, and issues. The staff encourage each child to use this time to develop their communication and problem-solving skills.

## 6.5 Advocacy

We will ensure that the children are aware of the role of an advocate and their right to access advocacy, to support them if they wish to raise a complaint or make representations about the care offered by the home or the Placing Authority. We will support the child in accessing an advocate where this is their wish and assist the child in preparing for a visit from their advocate to assist them to express their views, wishes and feelings about topics they wish to discuss around their care.

## 6.6 Children's Rights

When assessing the individual needs of young people, ethnic, religious and disability challenges are covered comprehensively in placement planning. At the time of admission children and young people are given the contact numbers of independent organisations who promote the individual rights of children in care.

We will ensure that the child is aware of their rights as a child looked after providing contact details of how they can access the Children Commissioner for England, supporting the children to access their services for advice and guidance on their rights and advocacy services. All enquiries, advice and assistance for children in care, living away from home or receiving social care services, can be made via the advice pages located on their website using the contact details below:



Website: <http://www.childrenscommissioner.gov.uk/about-us/contact-us>

Address: Children's Commissioner for England

Sanctuary Buildings, 20 Great Smith Street, London, SW1P 3BT

Telephone: 020 7783 8330

## 6.7 Anti-Discriminatory Practice in Respect of Children

At Rosewood House, we are committed to ensuring that we promote an environment that provides equal opportunity for the children, their families, staff, and any visitors to our home. We recognise that discrimination is unacceptable, and we ensure that no children or staff receive less favourable treatment or facilities on the grounds of age, gender, disability, race, colour, ethnic origin, religion, or sexual orientation. Children, young people, and staff will be encouraged to recognise and respect individual differences, promoting a greater understanding and acceptance of these differences. Posters and literature will be provided to reflect different cultures. This will be done through keyworker sessions, planning meetings, weekly catch-up meetings and general discussions.

We believe that discriminatory behaviour is learned and exists due to the purpose it can serve for individuals, cultures, and institutions. Anti-discriminatory practice therefore needs to be proactive, dynamic and involve everyone. We recognise that we have a responsibility

to promote the child's identity, they are entitled to be treated with upmost respect by staff and other children and failure to do so is unacceptable.

We will not tolerate any form of racism from staff, children, their families, or visitors. Staff must challenge any racist comments or any form of racism and if deemed necessary, police advice may be sought. Staff have a responsibility to educate the children and will actively promote anti-discriminatory practice with appropriate consequences imposed in line with the positive Behaviour Policy to combat discrimination and racism.

## 6.8 Prevention of Bullying

Bullying of any kind will not be acceptable at Rosewood House and any incident of negative behaviour, which could be interpreted as bullying, will be immediately challenged. Staff will receive ongoing and updated training on how support all counterparts in these instances in order to manage situations as best possible.

Prior to admission, each young person will be informed of our Bullying Policy and consideration will always be given during the referral process, as to whether a new resident would pose a serious threat to the existing group of young people. Rosewood House has clear procedures for staff in dealing with bullying behaviour, promoting a holistic approach encompassing prevention, intervention and changes of attitude/behaviour of both perpetrator and victim.

## 7. Education

Many of the children we care for will have experienced disruptions in their education impacting on their learning, confidence and self-esteem. We will work in partnership with professionals in creating educational packages that are supportive to the individual assessed needs of the children in sourcing appropriate programmes that supports their engagement and achievement in working towards reaching their academic potential.

Where a child may be prone to frequent absences from school, the home will maintain close communication with the school/college. Where absence remains a concern a planning meeting will be called, to enable a review of the care plan and to explore strategies to improve attendance.

### 7.1 Education Provision for Children and Young People

Education means a lot to us at Rosewood House and children and young people must engage with some form of educational provision whilst living at the home. We will adopt a graduated child centred approach and believe that everyone has the right to access every opportunity to enjoy learning, experience achievement and maximise potential. We will offer a supportive structure enabling children and young people to access a level of education that is appropriate to their understanding.



We acknowledge that each individual young person's educational needs will be different and, in some cases, complex. We will work with professional networks involved in their care to offer tailored support.

## **7.2 Home School**

The Home will not be registered as a school.

We will work with social workers, the local and placing authority virtual schools to ensure children placed are in education as soon as is practicable.

We will strive to attain 25 hours per week as a starting point, or how much the child or young person is able to manage.

## **7.3 Arrangements for Children and Young People to Attend Local Educational Provisions**

All children and young people will attend some form of educational provision. Staff at Rosewood House will support children and young people in gaining these placements and liaise on a regular basis with the provisions to ensure information is shared, progress is understood and any additional support required can be identified.

Through our service we aim to meet the following educational outcomes:

- Reintegration back into education for children and young people who arrive not enrolled into a provision
- Improve perceptions of how our children and young people perceive and engage with education
- De-escalation and reduction of behaviours that impact progression and attainment such as disrupting lessons or going missing from care
- Increase in engagement made daily, progressing into measurable outcomes
- Work with professionals and attend educational reviews, parents' evenings and outcomes highlighted in EHCPs and other educational assessments are worked through with the young person
- Identify and create post 13, 16 and 18 Pathway Plans to children and young people into adulthood.

## **7.4 Arrangements for Special Educational Needs**

Some of the children in our care will have an Education, Health Care Plan (EHCP). Sometimes this is based on academic needs, but more usually connected to behavioural, emotional and/or social difficulties. Where a child has an EHCP the home manager and staff will work in partnership with the Headteacher, designated SEN and school staff in meeting the objectives of the statement. The local authority is notified of the child's admission to the home along with details of their authority and educational needs. A copy of the EHCP is requested as part of our referrals and admission process to be held on the child's ClearCare file.

## **8. Enjoyment and Achievement**

We ensure each child has a variety of opportunities to participate and engage in a range of leisure, sport and educational activities as well as supporting the child's interests and hobbies. We realise that it is vital to provide positive experiences which promote healthy lifestyles and to support the children in developing self-esteem and awareness to manage their free time positively.

Children and young people are encouraged to contribute their ideas and views through regular house catch ups and through discussions with the staff, assisting staff to identify and develop their interests as well as being able to contribute their suggestions in the planning of activities planned within the home and the community.

We have a range of computer and training materials to support coursework, CV and application writing. Children are encouraged to utilise their talents and interests, and every effort is made to ensure that staff time and resources are available to enhance a child's interests. We are aware that this can help promote resilience and self-worth in children at this critical stage in their lives.

## 8.1 Planning Activities

All children will be encouraged to participate in regular exercise, recreational, social and leisure activities in a group and individual basis within and outside the home. They are encouraged to take part in planning and accessing a range of activities and leisure interests which take account of their race, culture, language, religion, interests, abilities, and any disabilities. Leisure interests and talents are detailed within the child's support plan. Where applicable, these interests are discussed within placement planning meetings and reviews, considering how we aim to encourage and financially supporting these interests.

The location of Rosewood House is very well situated to transport links accessing the whole of London quickly on the new Elizabeth line just 15/20 mins away. Support is provided when planning for school holidays, activities and trips. Children and young people are all offered merlin passes on arrival and used to explore British Values at their finest supported by staff and make good use of these throughout the year.

Children and young people are encouraged to make planned choices for activities half term timetables identified outside of school term times and resident are involved in the planning of this. Longer holidays would usually consist of one-week in-house activities and one-week external activities and alternate until the school break finishes.

We also look forward to holidays away together camping and abroad when we can.

Staff are required to identify and share route planners, risk assessments and liability insurances with leaders prior to any trip taking place. Staff at Rosewood House will also be mindful of the need to reflect each resident's cultural identity and needs within the planning process.

Children and young people will be encouraged to utilise a variety of sporting and leisure venues locally. We also recognise the need for having an appropriate mix of free time and structured activities and will take this into consideration when creating plans together.

Sport can be enjoyable whilst promoting responsibility. Leisure time is important in the learning and growth process for young people. It also offers staff the opportunity to spend time constructively with children and young people. Helping in the promotion of building and maintaining positive relationships with the team.

The Home's view towards independence is one which fosters the thought that it is never too early to start preparing for it. *Personal pathway plans* will be identified early to plan journeys towards independence and adulthood. This plan is created jointly with the young people, their teachers, their social workers and any other relevant people/agencies and is designed to provide them with the practical and emotional skills necessary when leaving care at 18.

Rosewood House promotes the concept of allowing its children and young people to take measured risks and tries to allow for a degree of spontaneity, recognising that these are a natural part of growing up.



## **8.2 Access to Television, Digital Media, and the Internet**

Consideration will be given to individual circumstances when children watch videos and television, use computer games, and access the Internet. Videos, games consoles and computer games may be watched/played only by the children in the intended age range. Where there are younger children in the home, videos must be certified as suitable for the youngest child. We will not have videos or games certified as suitable for over 18's only. The staff will ensure that the systems are in place to safeguard the children when they are computer networking or on the Internet, in line with the company's E-Safety policy. The staff monitor that the children spend a realistic but well-balanced proportion of their time accessing screens versus engaging with alternative activities.

## **9. Health**

We will provide opportunities that support the children to participate in a range of positive activities that contribute to their physical and emotional health. The children are supported to have prompt access to doctors and other health professionals, including specialist services, where required. Their health is promoted in line with the assessed needs identified in their CLA Health Assessment and support plan along with the arrangements for consent for medical treatment. The child's wishes and feelings are sought in all aspects of their health care and the staff will advocate on behalf of the child.

### **9.1 Healthcare and Therapy Provided**

One-page profiles and grab packs are available to necessary people and provide snapshot information in cases of emergencies and/or appointments. Furthermore, each young person's identified healthcare outcome is logged onto individual progress objectives within care plans and closely tracked and monitored, as the homework closely together with professionals to achieve these.

#### **a) Health Care**

We will ensure that the all the physical, emotional and health needs of each resident are identified and take the appropriate action (following consent from appropriate individuals) needed to meet them.

Children and young people will be provided with guidance and support on their health difficulties, appropriate to their needs and wishes. They are strongly discouraged from smoking, alcohol or substance abuse and underage sexual activity, frequently addressed in key worker sessions.

Logs will be kept of all illnesses, accidents, and injuries to the young person during their placement on chronologies - logged on our recording and reporting portal. First aid, minor illness treatment and medication will only be given by competent designated staff, and written records are kept of these. Staff will be trained in the use of first aid and there will be access to a first aid box within the home.

All children and young people will be registered with a local GP, optician, and dentist and will be supported to access health assessments annually. Dental and optical assessments form part of initial health care assessments and will be maintained on individual chronologies on recording and reporting portals. If a young person cannot be encouraged to attend, then this will be reported to the relevant person.

## **b) Therapy**

Each resident assessed to have health or therapeutic support will have specific goals and action agreed with the practitioner who has responsibility for their care and again logged onto individual progress chronologies. The impact of care given in line with this will be measured at regular reviews with the network.

Allocated therapist will lead the home and professionals in regular clinical reviews which will use a number of different sources of information to review progress, including qualitative feedback from home and school and the wider network as applicable. The allocated therapist will summarise findings within a clinical review report which will be shared with relevant members of the network.

Staff regularly review delivery of practice using supervisions and check-ins to discuss emerging themes, support and any training needed to reflect the needs of the home.

## **c) Clinical Supervision**

Our model of care is attachment and trauma informed, and we plan to eventually implement for the Home Manager to receive monthly clinical supervision, which will be provided by experienced consulting psychotherapist. The aim of this additional supervision will be to provide a forum to promote reflective practice and for the manager to discuss individual children, informing approaches and strategies to support the children.

# **10. Positive Relationships**

We are committed to supporting children in developing constructive skills that enable them to make informed decisions about their lives. This is achieved by providing them with opportunities to reflect on their choices and the behaviours that contribute to the challenges they face in daily life, thereby fostering insight, empowerment, and positive change.

We believe that developing positive relationships has the power to transform children's lives. The benefits of this includes:

- Gaining an understanding of healthy loving relationships
- Increased self-esteem
- Positive development of identity
- Increased resilience
- An ability to form healthy staff relationships later in life
- Forming strong bonds that last beyond the home

## **10.1 Promoting Contact between Children, their Families and Friends**

Time with family is discussed at the referral stage to ensure the arrangements can be effectively managed by the home to support the child to see their family and significant others. This is of great importance where the child is living out of their home county, where there may be specific requirements that may need consideration as part of the referral process to ensure the plan can be met. The child will be encouraged and fully supported in maintaining contact with parents and siblings, in line with the arrangements set out in their support plan taking into consideration any Contact Orders or Child Protection plans that may be in place.



All time spent with family will be undertaken in line with what is agreed by the Social Worker and clearly detailed within their support plan, outlining the arrangements around the level of supervision required, the venue, its frequency and the type of contact agreed. Wherever possible visits will include engaging the family in structured activities in the community or within the home.

Where agreed, children and young people will be encouraged and supported to maintain links with friends and family. This may be through letter writing, telephone calls or direct contact. Staff will actively encourage good quality contact between parents, extended family and friends, (unless prohibited by Court Order) we will support positive relationships to be rebuilt and maintained leading to a better overall wellbeing amongst the family.

Arrangements for family contact will be gathered at placement planning and within individual Care Plans. Staff at Rosewood work will be committed to meeting all forms of agreed and permitted contact.

When arranging, consideration is given to meeting the needs of all parties involved, including the resident, parents, and siblings. When a young person's contact has to be supervised, staff manage this in a discreet manner while still meeting the arrangements made by the local placing authority.

Logs will be maintained of interaction and engagement after contact visits ensuring that networks and significant others are kept up to date regarding the children and young people's progress and placement at Rosewood.

We expect that any social worker who places a child with us will remain in regular contact with them, both by visiting them at the Home or by telephoning or by video calls.

## **11. Protection of Children**

We have CCTV sited in areas around the home aimed to promote the safety of the children and staff. The cameras installed cover exterior areas of the building which include side paths and building entrances and exits. A copy of footage will only be made if this is required, as evidence in connection with a criminal or child protection investigation.

### **11.1 Monitoring and Surveillance**

The Home currently has no electronic CCTV monitoring installed in the interior but has CCTV on the exterior parts of the property for the purposes of keeping the young people and staff safe from external factors. The Home has a ring camera with a door chime to alert staff when it is opened of anyone leaving the home or returning. It also has an external camera which tracks and follows movements.

Local Authorities placing young people will be informed of this and asked for written agreement at the time of a placement being discussed, where it will be made clear that this measure is no more restrictive than necessary, having regards to the child's privacy.

#### **a) Privacy and Access**

We believe that children and young people's right to privacy should be protected. Children and young people have their own bedroom, respected by staff as their private space and staff do not enter unless invited in. The only time that staff would enter the young people's bedrooms uninvited is in the event that the young person may be trying to harm themselves; cause considerable damage to property of staff have a safeguarding concern.

In the event that staff have to enter a young person's bedroom under these circumstances, staff remain sensitive to the fact that this is the young person's private space and try to resolve the concern as quickly as possible.

If staff have significant concerns that would require them to conduct a room search, then the child or young person should (where possible) be consulted with and asked to be present. Staff should fully explain the concerns to the young person and give them the opportunity to hand in the item of concern. Staff will carry out any room search mindful of not being intrusive into the children and young people belongings. They are careful when handling items and ensure that nothing gets broken or made untidy.



Children and young people will have access to all communal areas within the home, including the kitchen and lounge areas. Children and young people are encouraged to make good and proper use of the spaces, and this creates a homely environment. The Home does not lock the kitchen, lounge and bathroom areas restricting access and would only do so in the event of a significant safeguarding concern which would then be reviewed and revised.

The Home recognises that our children and young people have the right to access as much freedom as is suitable for their age and abilities and independence and appropriate socialising is promoted by all staff with safeguarding the young person in mind. Alongside this, individualised work is carried out with the resident to ensure that they have the knowledge and a good understanding of how to keep themselves safe and make positive choices.

The Home understands the need for young people to take measured risks and to learn and develop, make appropriate friends and become independent, the Home promotes this but in a way that is balanced with the need to keep all our young people safe.

The Home Manager and the responsible individual are the named individuals to deal with child protection issues within the home.

## 11.2 Our Approach to Behaviour Management

At our home, we are committed to supporting children to develop an understanding of socially appropriate behaviour and to take responsibility for their actions. Our approach to behaviour management is underpinned by restorative practice, therapeutic support, and trauma-informed care.

Children are encouraged to reflect on their actions through restorative conversations, helping them explore the triggers behind their behaviour, understand the emotional impact on themselves and others, and identify strategies for positive change. These reflective processes support children in learning how to regulate their emotions and make informed, constructive decisions.

Staff act as consistent and positive role models, reinforcing desired behaviour through praise, encouragement, incentives, and reward systems. We set clear expectations and boundaries and promote a culture of mutual respect, kindness, and fairness. Children are encouraged to treat others as they themselves would like to be treated.

Group dynamics and peer relationships are supported through regular house meetings, where children are provided with a safe space to express their views, address any conflicts, and participate in shared problem-solving. These sessions help develop

essential interpersonal and conflict-resolution skills, especially for children who may have had limited experience of healthy relationship building.

Through nurturing and unconditional relationships, staff provide children with a secure base that fosters trust and emotional safety. We help each child to understand the influence of their past experiences on current behaviours and to develop skills for emotional regulation, self-awareness, and resilience.

Consequences for inappropriate behaviour are considered proportionately and discussed with the child as part of a reflective process. Wherever possible, children are involved in deciding how to make amends, promoting learning and accountability rather than punishment.

While staff retain the right to pursue legal action in the event of serious incidents such as physical assault, we promote a 24-hour reflection period before such decisions are made. This time allows for thorough debriefing and thoughtful consideration of the emotional needs of both the child and staff. In line with our commitment to avoiding the unnecessary criminalisation of children, we prioritise restorative and relational approaches in responding to serious incidents.

Our approach to behaviour management seeks to equip children with the emotional and social skills necessary for lifelong success and wellbeing, within a safe, consistent, and supportive environment.

### **11.3 Our Approach to Physical Intervention**

In preparation for a child's admission to the home, thorough planning is conducted to understand the child's behaviour and the risk of significant harm or injury to themselves or others. Consideration is given to whether the child's behaviour can be appropriately managed within the home in accordance with our Statement of Purpose. A matching process is undertaken to assess the potential impact of the child's placement, evaluating overall effects and risk management implications before proceeding with an offer of accommodation.

As part of this process, comprehensive information is gathered from referral documentation and through consultations with professionals, previous care providers, and, where possible, the child. This informs our understanding of behavioural triggers and early warning signs, enabling the development of clear strategies and identification of protective factors to effectively manage risk.

All "Keeping Me Safe From" forms are reviewed monthly, or following any serious incident, to determine whether alternative risk management strategies or updated safety plans need to be implemented.

Qualified instructors will train all staff at Rosewood House in approved methods of De-escalation, Breakaway Techniques and Restrictive Physical Intervention. We operate, and train, within the nationally accredited Nightingale Training Services that provides a range of methods and interventions as a way of managing challenging behaviours and which always places the young person at the centre of our care and attention.

Physical intervention will only be used as a last resort to protect the young person or to protect others, this includes preventing significant damage to property. This would be for the minimum period necessary to allow de-escalation and the return to a controlled state. Staff are trained to recognise the elevated risks associated with physical intervention. The scale and nature of their actions is always proportionate to both the behaviour of the individual to be controlled and the nature of the harm they might cause. These incidents

are carefully recorded in line with the regulatory and in-house expectations. This information is readily available to the placing Local Authority and all records are carefully checked and monitored by senior management to ensure that staff guidance, policy and procedures are being clearly adhered to.

Physical intervention is never used as a punishment or to force compliance with staff instructions when there is no immediate danger or risk. Whenever possible other staff or a supervisor must be called before the intervention takes place. This type of situation is never easy for the individual or the member of staff. We make sure that every support is given to all concerned so that we reinforce our culture of care and learn from the experience.

#### **11.4 Criteria for using Physical Intervention**

There are different criteria for the use of physical intervention such as holding, touching and physical presence. Restrictive Physical Intervention is used with the intention of protecting the child and may only be used where there is significant harm to the child or another or serious damage is being caused to property which may cause harm. Non-restrictive physical intervention such as touching, or presence are less forceful and restrictive and may be used to protect children or others from injury or to prevent damage to property of a less serious nature with interventions such as guides escorting a child away from a situation in which they may place themselves at risk of further harm. This may include restricting a child's liberty of movement from one area to another. Prior to any form of physical intervention being used as a method of control, staff are required to risk assess the situation to assess whether it is necessary because there is a risk of significant injury to self or others or there is serious damage to property and that:

- The actions or interventions taken will be as a last resort
- The injury or damage is likely in the predictable future
- The intervention is immediately necessary to prevent significant harm
- That any force or intervention used is the minimum necessary to achieve the objective

A child can be prevented from leaving the home if it is felt they are at risk of significant harm in the following circumstances:

- Sexual exploitation
- Use of drugs or other illicit substances
- Gang related activities

This restriction of the child's liberty will be for the minimum amount of time possible and in response to immediate danger. Staff will ensure that in the recording of this incident they clearly outline all the steps they have undertaken to prevent the need to restrict the child's liberty using physical means.

#### **11.5 Safeguarding Culture**

Safeguarding is a priority at Rosewood House, and we have comprehensive procedures in place to protect children from harm. All staff undergo enhanced Disclosure and Barring Service (DBS) checks and receive safeguarding training in line with UK regulations and Ofsted requirements. We work closely with external agencies, including local safeguarding boards and the police, to ensure that any concerns are addressed swiftly and appropriately.

Rosewood House recognises its duty to make arrangements to ensure that all functions are carried out with a view to safeguarding and promoting the welfare of children. We ensure the provision of training for all staff in the prevention of abuse, recognition of abuse,

dealing with disclosures or suspicions of abuse and our child protection procedures. Procedural guidance for staff demonstrates the systems required in order to protect children and minimise the risk of abuse whilst the child is living at the children's home.

In order to promote the safety and well-being of young people, Rosewood House has an identified Designated Safeguarding Lead (DSL) details of which are posted within the home and communicated to staff, young people, parents/carers (where appropriate).

We are eager to build good links with other agencies concerned with Child Protection including the local police team and work together around each resident to further promote their safety and have consulted with a vast number of professionals within the Ealing borough as part of our consultation process.

## 11.6 Preventing Bullying

### Procedure

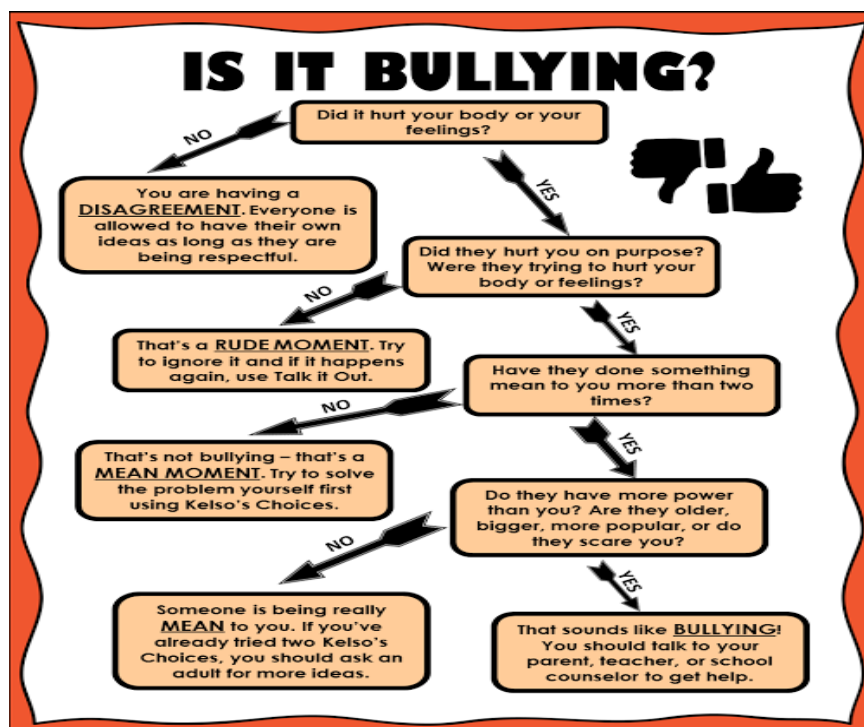
If a child or young person or member of staff have any concern, they must discuss it with their keyworker, staff member, colleagues and the Home Manager, who should take what actions are necessary to reduce or prevent it. It may be appropriate to convene a meeting, preferably with the young person/people concerned, to discuss strategies to prevent or reduce the bullying.

<p style="text-align: center;"><b>1. Report Bullying or Suspected Bullying</b></p> <ul style="list-style-type: none"> <li>❖ Children and young people will be encouraged to report bullying directly to any member of staff, their key worker or the Home Manager.</li> <li>❖ Reports can also be made anonymously, if a child feels more comfortable doing so.</li> <li>❖ This will be recorded in the Home's Bullying Incident Log</li> </ul>
<p style="text-align: center;"><b>2. Investigating the Incident</b></p> <ul style="list-style-type: none"> <li>❖ The Home Manager or the Designated Safeguarding Lead (DSL) will lead an investigation into the bullying report. This will involve speaking with the child who reported the incident, any witnesses and the alleged perpetrator/s.</li> <li>❖ All information will be treated confidentially and the victim supported throughout the investigation.</li> <li>❖ The DSL will assess whether any safeguarding concerns need to be escalated to external authorities such as the LADO or Ofsted.</li> </ul>
<p style="text-align: center;"><b>3. Support for the Victim</b></p> <ul style="list-style-type: none"> <li>❖ The child who has experienced bullying will receive emotional support from their keyworker or a staff member they trust.</li> <li>❖ The victim will be involved in discussions about how to resolve the issue and prevent further incidents.</li> </ul>
<p style="text-align: center;"><b>4. Working with the Perpetrator</b></p> <ul style="list-style-type: none"> <li>❖ The child responsible for bullying will be spoken to by the Home Manager or a senior staff member.</li> <li>❖ They will be encouraged to reflect on their behaviour, understand its impact and take responsibility for their actions.</li> <li>❖ Any disciplinary action will be taken in accordance with the Home's Behavioural Management Policy, ensuring it is appropriate, proportionate and focused on promoting positive change</li> </ul>



## 5. Restorative Practices

- ❖ Where appropriate and with the agreement of both parties, a restorative justice approach will be used. This allows the victim and the perpetrator to discuss the incident in a safe, mediated environment, with the goal of resolving the conflict and restoring positive relationships.



## 11.7 Risk-taking

In addressing the issue of risk-taking, the Home acknowledges that all children and young people take risks as a normal part of growing up and it is a tool they use to discover, define, and develop their abilities and identity.

However, it is important to appreciate the difference between positive or healthy risk-taking (e.g. sports, outdoor pursuits and making new friends) and negative or dangerous risk-taking, e.g. smoking, going missing from care and shoplifting.

In promoting an appropriate balance between healthy and dangerous risk-taking, staff, also have an important part to play in supporting our children and young people in respect to risk.

They:

- Need to help children and young people learn how to evaluate risks and anticipate the consequences of their choices.
- Need to help young people identify healthy opportunities for risk-taking. Experience of healthy risk-taking can itself prevent unhealthy risk-taking.
- Must also be aware of their own patterns of risk-taking. Young people do watch and imitate the behaviour of staff around them, whether they acknowledge it or not.

Rosewood House also recognises that staff will “risk assess” on an on-going basis, whether on or off site, and make decisions on the basis of those assessments.

A full and comprehensive set of risk assessments has been developed covering all aspects of our work including the use of premises, equipment and company vehicles, on-site activities, and off-site visits. All staff are expected to familiarise themselves with these as part of their induction and training.

### **11.8 Preparing Young People for Life and Independence**

At Rosewood House we believe all young people should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential. Our Home offers children and young people a family environment, where they can develop effective and lasting relationships, both within the home and the local community. It is hoped that living within established communities will support young people to develop their social skills and build resilience to support their preparation for transition into independence.

There is a focus in Rosewood House on developing young people's skills for more independent living. Part of the Placement Plan incorporates a Life Skills plan which includes a checklist of independent living skills, moving on skills, social skills, education and training skills and health and well-being skills. In addition to this there is a Transition section in the Placement Plan which should clearly highlight any transitional needs for the child. This is reviewed every three months and includes plans for meeting these skills prior to moving on from Rosewood House.



A transition plan must be in place for all Looked after Children aged 16 and 17, and outlined in their Rosewood House Plan; however, planning should not just start on the child's 16th birthday, and preparation for a time when they will no longer be looked after should be integral to the care planning process throughout their time in care.

At Rosewood House, we promote, advocate for and actively encourage our young people to grow in self-confidence, independence, building their skills of effective communication, enlisting their views and supporting their participation to shape their lives, whilst preparing them for the future.

### **11.9 Missing Child Policy**

One-page profiles and grab packs are available to necessary people and provide snapshot information in cases of emergencies. Each resident has a completed Missing from Care Protocol, complementing the Philomena protocol and shared with relevant police departments such as missing and/or exploitation teams as and when required. Additionally, other relevant professionals will also have these documents for their reference, such as social workers.

Rosewood House is committed to working with parents, carers, local authority representatives, the police and other interested parties in a positive and constructive relationship to support young people who may be at risk of running away or going missing from home or care (RMFHC).

In defining our approach to dealing with RMFHC incidents it is important to acknowledge that different circumstances necessitate different responses.



Our Policy outlines our approach to dealing with four particular situations:

- A young person goes missing from the home
- A young person goes missing from home i.e. parental home
- A young person goes missing from their primary care placement i.e. college
- A young person's absence is considered 'unauthorised' under the terms of our policy

In addition to these the level of risk associated with the individual young person's needs, background and presenting behaviours is always taken in to account in any instance of them going missing.

As a children's home, we work in partnership with Children's Social Care in both our locality and young people's home areas. Any duplication or inconsistencies between locally agreed RMFHC procedures and those of other placing authorities will be discussed and addressed as appropriate.

The Home ensures that the placing authorities understand and commit to their responsibilities to ensure children and young people receive independent interviews within a 72-hour period and challenge appropriately in any event that this does not occur.

All staff are expected to read the Missing Policy, alongside Safeguarding policies.

## **11.10 Safeguarding Children and Young People from Exploitation and County Lines**

### **a) Exploitation**

At Rosewood House, our staff are dedicated to supporting vulnerable children and young people in leading safe and fulfilling lives. We help them to recognise the difference between healthy and unhealthy relationships and raise awareness about how to protect themselves.

Children and young people in care are particularly vulnerable to grooming, often due to a lack of experience with healthy and trusting relationships. They may be influenced by various 'push' and 'pull' factors. Push factors can include family breakdown or feeling misunderstood by carers, while pull factors may involve financial incentives or the perception of acceptance by certain individuals or groups.

All staff members receive training on Child Sexual Exploitation (CSE) awareness and remain vigilant for early signs of abuse, such as unexplained gifts, frequent absences, or returning home late. We acknowledge the difficulties boys and girls face when disclosing grooming or abuse. Staff are committed to believing and supporting young people, closely monitoring their social networks, online activity, and any changes in behaviour or presentation.

Staff maintain a heightened awareness of CSE indicators, ask sensitive questions, and observe behavioural changes to inform CSE risk assessments. Relevant information will be shared with the placing authority's Social Worker. However, if a child is believed to be in immediate danger, the police will be contacted without delay.

Staff engage in ongoing learning through individual and group supervision sessions to ensure they remain informed about CSE indicators and respond promptly and appropriately.

## b) County Lines

If any staff member suspects or identifies that a child, young person, or vulnerable adult is at risk of county lines exploitation, they must follow the safeguarding and protecting children and vulnerable adults reporting procedures.

The Designated Safeguarding Lead must be contacted immediately. If there is an imminent risk of harm and staff cannot wait for a response, they must contact the police immediately.

### 11.11 Fire Precautions

- Rosewood House is equipped with smoke and heat detectors, which are situated throughout the building, as are appropriate heat blankets. Alarm points are available for use in the event of a fire and drill procedures are regularly practiced both by staff and young people. Staff are not expected to fight fire. Priority is to evacuate and call fire services. Fire services are less than two minutes away from property.

Fire safety checks will be carried out weekly and staff will be trained in evacuation procedures. Day and night drills will be used as training sessions for staff and as such will be recorded.

- Staff will receive fire marshal training during induction processes on the procedures that should be followed if the fire alarm sounds. Children and young people will be regularly instructed on the relevant fire procedures and the importance of these. To ensure that the fire alarm system is treated with respect, any misuse or abuse of the system will result in a resident receiving consequences for their actions. This includes positive consequence for responding and evacuating.



PEEPS are used for those who may have a difficulty that can become challenging in an evacuation and is important staff read all children and young people's PEEPS. It is equally important for shift leaders to ask on each shift if staff have anything new to add to their PEEP.

### 11.12 Behaviour Management and Physical Intervention

Staff receive specialised training on the impact of childhood trauma and attachment difficulties, ensuring they are equipped to support vulnerable children effectively while maintaining their own resilience.

All staff at the home are trained in behaviour management techniques, including the use of physical intervention and restraint, following approved methods established by the home. We utilise the PRICE (Protecting Rights in a Caring Environment) approach, a British Institute of Learning Disabilities (BILD) accredited framework that promotes safe and respectful intervention. Only staff who have completed approved Prevention and Management of Violence and Aggression (PMVA) training are authorised to use physical intervention techniques. Training includes legal guidance, breakaway skills, and physical intervention methods, with annual refresher courses to ensure ongoing competence.

All physical interventions are recorded and subject to management review to ensure compliance with the home's policies and PRICE principles.

## 12. Leadership and Management

The service has been restructured and enhanced to align with the evolving needs of local authorities, legislative requirements, and updated care standards. We continue to operate as a small, focused service dedicated to supporting children. Our ongoing commitment is to continually improve the quality of care we provide, with the primary objective of making a positive and lasting impact on the lives of the children in our care, enabling them to thrive.

### 12.1 The Leadership & Management Team

**DIRECTORS**  
**Mustafa Anwar**

#### SENIOR MANAGEMENT TEAM

<b>Dhanlaxmi Mina Gandhi</b>	<b>Mayolin Henry</b>	<b>(to be appointed)</b>
<b>Responsible Individual</b>	<b>Home Manager</b>	<b>Deputy Manager</b>

**Tel:** 020 3597 9986 **Email:** [contact@rosewoodfamilycare.co.uk](mailto:contact@rosewoodfamilycare.co.uk)

The registered provider: Rosewood Family Care Limited  
Registered Office: 2a Girton Road, Northolt, UB5 4SP

### 12.2 Management Qualification and Experience

Name	Qualifications and Experience
<b>Dhanlaxmi Mina Gandhi</b> Responsible Individual	<ul style="list-style-type: none"> <li>• NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services</li> <li>• CMI Level 4 in Management and Leadership</li> <li>• QCF Award in Education and Training (AET)</li> <li>• Designated Safeguarding Lead Training (Jigsaw, 2024)</li> </ul> <p>The Responsible Individual brings over 20 years of experience within the health and social care sector, including senior roles in children's residential care, semi-independent provisions, domiciliary care, and training. With a strong background in operational leadership, safeguarding, and regulatory compliance, she is committed to ensuring high standards of care and positive outcomes for young people.</p> <p>She has held multiple roles as a Registered Manager, overseeing Ofsted-regulated children's homes that supported children and young people with complex emotional and behavioural needs. In these positions, she led multi-disciplinary teams, implemented improvement plans following inspections, managed transitions for young people, and worked in close collaboration with local authorities, CAMHS, education professionals, and families to achieve positive outcomes. Her leadership consistently</p>

	<p>focused on building nurturing environments, maintaining compliance with The Children's Homes Regulations and Quality Standards, and championing a therapeutic, child-centred approach to care.</p> <p>As Responsible Individual in her previous role, she was responsible for the oversight of two unregulated children's homes providing support to young people aged 8–17 presenting with emotional and behavioural challenges. In this role, she provided strategic leadership, supervises and supports Registered Managers, monitors compliance with relevant legislation, and ensures the homes operate in accordance with their Statements of Purpose. She maintained a strong presence through regular visits, staff supervision, quality assurance reviews, and attendance at professional meetings.</p> <p>She has a well-established track record in delivering safe, effective, and child-centred services. Her leadership is underpinned by a strong commitment to staff development, safeguarding best practices, and the continuous improvement of services.</p>
<b>Mayolin Henry</b> Home Manager	<ul style="list-style-type: none"> <li>• NCFE CACHE Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services (England) (Children and Young People's Management)</li> <li>• BTEC Level 5 Diploma in Therapeutic Counselling</li> <li>• PRICE Trained</li> <li>• Level 7 in Strategic Leadership (completion 2026)</li> </ul> <p>Mayolin has expanded her expertise over the last 5 years empowering children and young people with various needs. Her commitment and passion for caring for children who have experienced trauma has contributed to her excelling in her role as Home Manager.</p> <p>Mayolin's Diploma in Therapeutic Psychology underpins her understanding of child development, attachment and the impact of trauma and challenging experiences for children who are in care.</p>
Deputy Manager	To be appointed

### 12.3 Details of the Staff Team

Initials	Role	Experience and Qualifications	Gender
GJ	SRSW	GJ is a qualified Social Worker and has extensive experience working in the CLA team as well as the Leaving Care and Child Protection teams. She is working with the adoption services and currently doing academic research on Adverse Childhood Experiences (ACE). She works in a systemic and trauma informed way. GJ has a PGDip in Social Worker, a BA in Sociology, MSc in Therapeutic Counselling	Female
MP	SRSW	MP is very passionate in supporting children and young people to become their best self and working with them to achieve their goals. MP has a NVQ L3 in Children and Young People	Male
AG	RSW	AG is a seasoned social worker who has a deep commitment in supporting vulnerable children and young people, especially those who are gang related and are criminally and sexually exploitation. AG has a has a BSc in Social Work	Male
AO-M	RSW	AO-M has worked in various settings such as schools, colleges and residential homes and has experience in providing care for children and young people from the ages of 3YO – 26YO. AO-M will be working towards obtaining her L3 in Children and Young Peoples Workforce.	Female
AO-A	RSW	AO-A has experience of providing care within a residential setting with children and young people with ASD and EBD. AO-A has a Diploma in Health and Social Care	Male
AS	RSW	AS has worked in semi-independent for 5 years and with children with emotional and behaviour difficulties. AS has a BTEC L3 Extended Diploma in Health and Social Care.	Female
FO-O	RSW	FO-O has experience working with children and young people with ADHD, autism, learning disability, down syndrome, emotional disorder and challenging behaviour. FO-O has a NVQ L3 in Health and Social Care	Female
OQ	RSW	OQ has been supporting young people from her home country and continues to do so in the UK. OQ is currently completing her L3 in Children and Young People.	Female
JE	RSW	A compassionate and dedicated support worker with a background in healthcare. JE has experience in giving emotional care to children and adults with challenging behaviours	Female

Staff working at the children's home will be of a mix gender, ethnicity and age to provide a range of knowledge and experience,

All professional staff working directly with children and young people are Prevention and Management of Violence and Aggression (PMVA) trained. Support staff receive

introductory training in Safeguarding, Child Protection, Whistle Blowing and Health and Safety, Administration of Medication and Food Safety training. Senior care staff can also undertake appropriate advanced training as appropriate to their role and responsibilities.

Staff receive regular training in:

- Safeguarding and Child Protection
- Behavioural Management
- Therapeutic Intervention
- Trauma-Informed Support
- First Aid and Emergency Procedures

The Home is led by a Home Manager, who holds a Level 5 Diploma in Leadership for Health and Social Care and Children and Young People's Services, in compliance with regulatory requirements. The Home Manager is supported by the RI, a team of key workers, care staff, and support staff who work together to ensure the smooth running of the home.

Furthermore, all Rosewood staff will have the opportunity to undertake the Diploma for the Children and Young People's Workforce Level 3, and managers and leaders are enrolled onto various levels where appropriate and after probation.

For details of the experience and qualifications of staff working at the children's home, including any staff commissioned to provide education and health care, please see the Workforce Development Plan.

## **12.4 Details of the Organisational Structure (see Annex A)**

Rosewood House is committed to ensuring that there is always adequate sufficient staffing to meet the needs of the children and young people accommodated.

During the day, evenings and weekends children and young people are cared for by the day shift team. In addition, at night we have two waking night staff to ensure care is provided 24 hours around the clock. Day shift begins at 08:00hrs consequently night shift begins 21:00hrs.

## **12.5 Supervision, Training and Development**

All staff undertake a comprehensive induction programme that includes safeguarding and child protection, reporting and recording and health and safety.

All staff are made aware of their roles and responsibilities and to whom they are accountable. They receive regular supervision and support from their line manager, whose responsibility it is to keep a signed record of formal supervision meetings.

Weekly check-ins are also available for wellbeing and a mentee login is separate from all supervision records. Check-ins support staff mental wellbeing and share any concerns of caseload to identify early support prior to supervision to ensure supervision process are supportive rather than punitive.

Training needs are identified in consultation with staff members and addressed through both internal training programmes and external providers.





All staff have their performance appraised by the manager of the home, on an annual basis. Targets are set for the coming year and form part of the individual's personal development plan.

Staff are encouraged to take up in-house career development and we offer opportunities for this through supported career pathways such as interim positions and other developments into senior roles within the company.

### Approval and Implementation

The Statement of Purpose (SoP) is approved by the management of Rosewood Family Care and will be reviewed annually, or sooner, if necessary, due to changes in legislation, Ofsted requirements, or the operational needs of the Home.

All current management and staff have read and understood the contents of the SoP and all new staff will be required to read and sign this during their induction at Rosewood Family Care.

Staff will be informed of any updates, and relevant training will be provided to ensure effective implementation of the SoP.

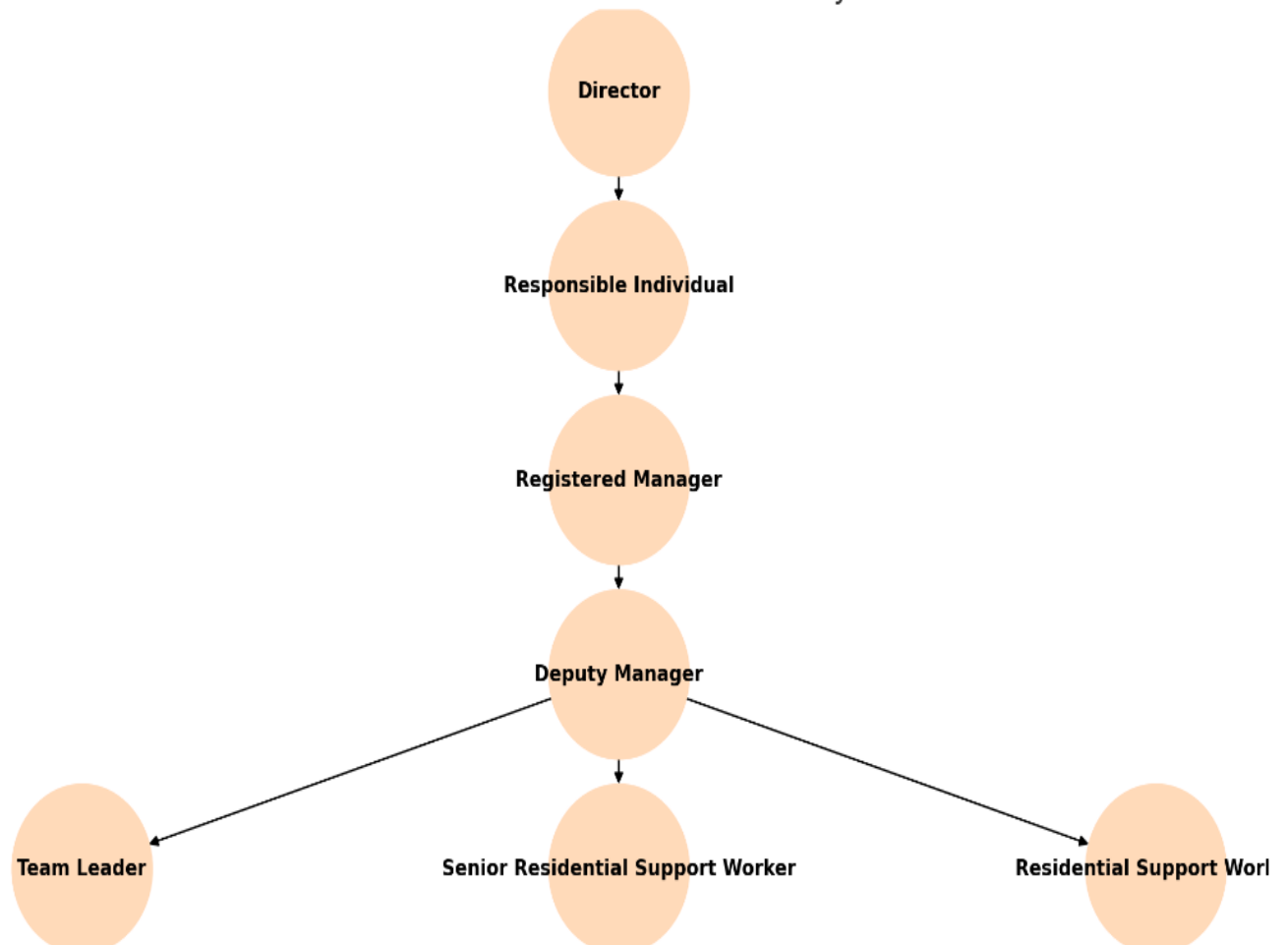
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**Name:** ..... **Position:** .....



## Organisational Structure

Children's Home Staff Hierarchy



## Review of the Statement of Purpose

The Statement of Purpose will be reviewed annually or in response to changes in **Ofsted's regulations** or any relevant legislation.

Review Date	Comments	Reviewed by
03/06/2025	Reviewed and updated	MG and MH
16/07/2025	Reviewed and updated	MA and MH