



**Soaring Heights Care**  
**Statement of Purpose March 2024**  
**North London**



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## Part 1: PURPOSE & OBJECTIVES OF THE HOME:

### 1.1 SUMMARY OF THE HOME:

Soaring Heights Care is a special home for up to 3 children/young people aged between 8 and 17 years old not superseding their 18th birthday. Our mission at Soaring Heights Care is simple but very important: we want to create a safe and caring environment for children/young people to live in. Our main job is to make sure the child/young person feels safe and loved. We also make sure they learn interesting things and feel connected to their neighbourhood.

We get excited about finding new ways to make our service even better for each child/young person. It's like giving them extra help to reach their own special goals.

Tel. No: 0208 245 1845

E-mail: [info@soaringheightscare.co.uk](mailto:info@soaringheightscare.co.uk)

Registered Manager: [sati@soaringheightscare.co.uk](mailto:sati@soaringheightscare.co.uk)

Deputy Manager: [andrea@soaringheightscare.co.uk](mailto:andrea@soaringheightscare.co.uk)

Website: [www.soaringheightscare.co.uk](http://www.soaringheightscare.co.uk)

### 1.2 AIMS & OBJECTIVES OF THE HOME (MISSION STATEMENT)

At Soaring Heights Care, our goal is to offer exceptional care to every child/young people under our care ultimately retaining Safeguarding at the forefront of all that we do as a service. We uphold the highest standards of Good Care Practice, with Safeguarding always remaining our top priority. This commitment is evident in how we deliver, monitor, and assess the quality of care within our home.

Our goal in the Home is to ensure that child/young people reside in a clean, cosy, and secure environment, where they are treated with respect and consideration for their unique needs and abilities. Our staff is dedicated to being attentive to each child/young person's individual needs and providing the necessary care to ensure the best possible quality of life within our Home.

At Soaring Heights Care, we're always here to help kids grow and feel awesome!

At Soaring Heights Care, we have lots of important goals to help the child/young people feel happy and supported:

- We want to give child/young people the best care possible to make their lives better.

- We treat every child/young person with kindness and respect, making sure they feel safe and free to be themselves.
- We respect each child/young person's beliefs, background, and needs, and we make sure they know their rights.
- We have a plan to make sure our care is top-notch, and we always listen to feedback to improve.
- We want to create a safe and loving environment where kids can learn and grow.

Our big mission is to help kids who might be having a tough time feel better and do well in life. We do this by making sure they feel cared for, understood, and supported in everything they do.

### **Outcomes we seek to achieve**

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

### **How our outcomes will be achieved**

**Our Approach** The philosophy and ethos of Soaring Heights Care is about creating a Universal environmental experience in which young people can develop and grow through.

Our culture at Soaring Heights Care to respect all as individuals and to promote the development of child/young people in our care.

We promote self-esteem and confidence in the young person and help them to feel valued. Further, it is our belief that it is never too late to be able to turn yourself around regardless of the young person's needs and level of understanding, also to achieve anything with the right level of commitment, dedication, perseverance, planning and support.

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

As the child/young people engage in useful activities at Soaring Heights Care, they also have the opportunity to cultivate the self-control and routines needed for successful mixing into society. This experience fosters confidence in their abilities, often leading to growth in personal development, as well as in areas like work, care planning, and emotional maturity.

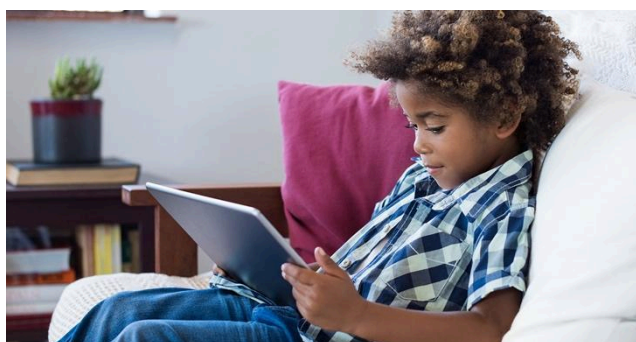
Doing nothing is not an option that is available for the child/young people. Depending upon age and ability, education is available locally. Soaring Heights Care

operates individually negotiated development programmes that the child/young people can be a part of. Soaring Heights Care also has strong links with specialist education providers if this is an identified need for the child/young people, local schools, PRU, or alternative facilities.

I hope that, during my time at Soaring Heights Care, I will learn the importance of respecting both myself and others. I anticipate being challenged and pushed to grow emotionally and developmentally, allowing me to reflect on my past and develop positive strategies to overcome stress and adversity.

At Soaring Heights Care, our primary goal is to establish a stable environment that prevents previous placement breakdowns from reoccurring. We utilise various models to measure effectiveness, aiming to enhance the young person's prospects for a positive future while helping them shift learned behaviour patterns. These models provide a foundational framework for stabilising behaviour, encouraging reflection, and learning new coping strategies tailored to each individual's age and abilities.

Educational attendance and attainment based on initial assessments upon placement, meeting health needs, and active participation in daily programs. These data are compiled into an analysis report, outlining clear and objective targets for the subsequent three-month period.



### 1.3 THE SERVICE USER BASE:

We support children and young people between 8 to 17 years old with challenging behaviour, (EBD). Our primary aim is to enable children and young people who have social and emotional needs to reach their full personal potential through learning, independence and fulfilment in everyday life as much as possible. We seek to achieve this by providing a happy and stimulating, yet safe and caring environment. We provide high quality care services that make a positive difference to children and young people in a safe environment. We focus on progress and the achievement of positive outcomes to maximise the long-term benefits to both the young person and the community. We strive to build resilience within young people and equip them with the inner resources and sense of self-worth to develop and sustain relationships and enhance their dignity and life chances.

Soaring Heights Care does not allow smoking on the premises for staff or young people, there will be a designated smoking area away from the home, this will be in line with our Smoking Policy. Also will be in the children/young people guide



# NO SMOKING NO VAPING

## 1.4 CHILDREN’S RIGHTS:

- Soaring Heights Care welcomes children irrespective of their race or ethnic origin, creed, colour, religion, political affiliation, sexual gender or sexual orientation. The sole criterion for admission to the Home is the perceived ability of the Home to provide assessed care needs.
- The Home welcomes children with disabilities or impairments, though is unable to accommodate wheelchairs at this point in time.
- The fundamental concepts of the issues of children’s rights are covered in more detail in the Children’s Guide

## Part 2: ORGANISATION & STAFFING:

### 2.1 JOB POSITIONS WITHIN THE HOME:

- The Staff Complement within the Home is structured into the following Job Positions:

| Job Position | Number of Staff |               |
|--------------|-----------------|---------------|
|              | Full time       | Qualification |
|              |                 |               |

|                            |   |   |
|----------------------------|---|---|
| Registered Manager         | 1 | Level 5 in Children and Young People Services<br>(M.A Early Years Education)<br>Working towards a Level 5<br>Level 3 in Residential Childcare or equivalent<br>Working towards Level 3 in Residential Childcare |
| Deputy Manager             | 1 |   |
| Senior Support Worker      | 1 |   |
| Residential Support Worker | 9 |   |

- Each Job Position is supported by 3 key documents:
  - Employee Specification - summarising the personal qualities, professional qualifications and appropriate work experience required from a Job Applicant.
- Job Description - summarising the tasks and duties associated with the Job Position, and associated reporting relationships.
- Training Plan - summarising the fundamental training that the job holder is required to undergo to satisfactorily carry out the duties listed in the Job Description.
- Training Courses, reference, see section 2.5 of this Statement of Purpose

## 2.2 ORGANISATIONAL STRUCTURE (ORGANISATION CHART):

- These Job Positions are linked as shown in the following Organisation Chart which shows reporting relationships and management responsibilities. NB: This is purely pictorial and no degrees of seniority across staffing levels are implied or intended:

Director/ Registered Individual  
Registered Manager  
Deputy Manager  
Senior Support workers  
Support workers

- Person-in-Charge: Registered Manager
- Deputy in absence of Person-in-Charge: Deputy Manager
- Nominated senior support workers: 1 Senior Support Worker
- Quality Management Representative: Registered Manager
- Quality Responsibilities in absence of Quality Management Representative: nominated senior support workers

### 2.3 THE REGISTERED PROVIDER:

The Registered Provider is:

Name: Soaring Heights Care

Address: North London

### 2.4 STAFF MEMBERS - QUALIFICATIONS & EXPERIENCE:

- Reference the Job Positions identified in section 2.1 of this Statement of Purpose the table below provides a list of the qualifications required/preferred for the staff members based on their job role:

#### STAFF MEMBERS

| Job Position                                  | Qualifications Required:  | Experiences Preferred:   |
|---|---|--|
| Registered Manager<br>Has a Level 5           | Level 5 Diploma in Leadership and Management for Residential Care or an equivalent qualification.                 | Safeguarding knowledge<br>Health and Safety accountability<br>Worked/Managed in Residential Care Children or similar Ofsted and or CQC |
| Deputy Manager<br>(M.A Early Years Education) | Working towards Level 5 Diploma in Leadership and Management for Residential Care or an equivalent qualification. | Worked in a similar setting and or adult setting, has managed regulated services in the past   |
| Senior Support Worker                         | Must have or working towards Level 3 Diploma for Residential Childcare or an equivalent qualification.            | Experience and knowledge on good working practices to assist and support vulnerable young persons or equivalent                        |
| Support Worker                                | Working towards Level 3 Diploma for Residential Childcare or an equivalent qualification.                         | Experience with children and young persons, worked within care and   |



|  |  |  |
|--|--|--|
|  |  | support sector young persons or adults |
|--|--|--|

## 2.5 SUPERVISION, TRAINING & DEVELOPMENT:

- The management of the Home is committed to an on-going programme of staff training and development through the following systems:
- There will be a formal programme of staff supervision which forms the basis of the Staff Performance Appraisal process.
- Staff Training Programmes are classified into 3 categories:
  - Induction Training - for ALL staff members, in accordance with Regulatory requirements as relevant.
  - Job-specific Training - particular training needed for each Job Position, and which may include specialist elements such as C.O.S.H.H. Awareness, Moving & Assisting (Lifting & Handling), as appropriate.
  - Refresher Training - for ALL staff members.
- The system is structured so that there is a documented Training Plan for each Job Position identified on the Home's Organisation Chart.
- The Training Plan will be specific to the requirements of the Job Position and is geared to ensuring that the job holder can satisfactorily carry out the duties listed in the appropriate Job Description. Each Training Plan is designed to focus on two key elements of job training as follows:
  - A list of the training elements required, as individual Training Modules (e.g., a training course on Moving & Assisting, or Health & Safety).
  - A list of the Policies that are directly applicable to the Job Position. Provision is made on the Training Plan to list out the relevant Policies and for the job holder to indicate that the documents have been read and understood.
  - Upon recruitment the new employee will receive a copy of the appropriate Job Description and a copy of the associated Training Plan which identifies overall training requirements. The job holder, together with his / her appropriate Supervisor will then complete the Training Plans with details of any relevant training that the employee has received in previous employment. The remaining unfilled elements represent the Training Modules which must be completed in order for the individual to develop a personal Training Plan.
  - Training Plans are structured so that they will also act as a combined Training Record for the employee, since provision is made on the Forms to record details of training. Each time training is given details will be entered and the employee will sign and the Supervisor countersign in the spaces provided.
  - Thereafter, individual Refresher Training is given according to need:
    - Where Performance Appraisal has indicated the need

- In the light of new legislation, regulations, standards or marketing initiatives.
- Each employee will have their own training records and the responsibility for maintaining these is that of the employee's immediate supervisor.

### Part 3: PHYSICAL ENVIRONMENT OF THE HOME:

#### 3.1 GENERAL DESCRIPTION:

- Per section 1.1 of the Statement of Purpose, Soaring Heights Care is a Residential Home for children and young people receiving 24-hour care.
- They are accommodated in 1 unit. The North London unit can accommodate 3 children and young people. The unit cannot accommodate wheelchair users.
- The Home is situated in North London and has extensive grounds and gardens.
- The Home does not allow smoking.
- The Home has established formal Risk Assessments for the Home, its facilities, installations and equipment, to ensure the on-going safety and well-being of the children, our staff and visitors to the Home. These Risk Assessments are designed to conform to the latest Health & Safety requirements and form an essential part of our management processes geared to achieving Continuous Quality Improvement.

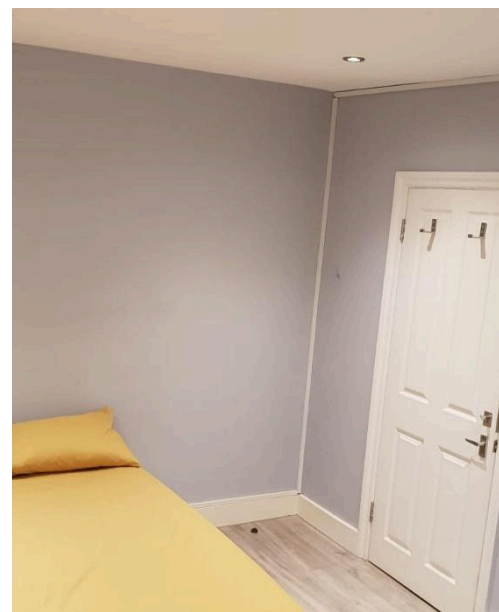
#### 3.2 ACCOMMODATION & LIVING SPACE:

- Accommodation and Living Space is divided into Communal Facilities for the children and staff, and individual accommodation for the children. Details are as follows:

##### 3.2.1 Communal Facilities within the Home:

- Communal areas include lounges and dining areas. There is a separate “quiet” room for children

who wish to study or just relax in peace. There are bathrooms, showers and toilet facilities on each floor.



| Room / Living Area or Facility   | Details   |  |
|--|---|--|
|  | Number available  | Room Size  |
| North London Unit<br><br>Lounge / Communal Area - 1<br>Kitchen and dinner - 1<br>Bathrooms & Toilets - 2<br>Individual Toilets - 1 | The accommodation is in 1 unit with adequate facilities to be able to cater for children and young people with learning disabilities. | All bedrooms are good double size and fully furnished. |

### 3.2.2 Children's Accommodation:

- Children's rooms are furnished to a high standard. Each room has a single or double bed with built-in wardrobe.
- Each child has his/her own individual sleeping accommodation. Children are not permitted to bring friends to stay over.

### 3.3 FIRE PRECAUTIONS & EMERGENCY PROCEDURES:

The Home has established documented procedures to comprehensively address Health & Safety issues. The following Policies/Procedures refer, and may be consulted in the Home's Policy Manual

- Policy in relation to - LONE WORKING RISK ASSESSMENT
- Policy in relation to – CCTV
- Policy in relation to – PLACEMENTS AND ADMISSIONS
- Policy in relation to – RADICALISATION

- Policy in relation to – MODERN DAY SLAVERY & CSE
  - Policy in relation to – SUICIDE AND SELF HARM
  - Policy in relation to – GRIEVANCE (STAFF)
  - Policy in relation to – WHISTLEBLOWING
  - Policy in relation to – BEHAVIOUR MANAGEMENT AND RESTRAINT
  - Policy in relation to – HEALTH AND SAFETY AND STATEMENT OF INTENT
  - Policy in relation to – DISCIPLINARY
  - Policy in relation to – VISITORS POLICY
  - Policy in relation to – ENTERING A YOUNG PERSONS ROOM
  - Policy in relation to – SOCIAL MEDIA AND PUBLIC RELATIONS
  - Policy in relation to – EDUCATION POLICY
  - Policy in relation to – EQUALITY AND DIVERSITY
  - Policy in relation to – SAFEGUARDING CHILDREN
  - Policy in relation to – RESTRAINT
  - Policy in relation to – FEMALE GENITAL MUTILATION
- 
- Staff receive awareness training in these important policies as part of the Induction Training process. Children are informed of the fire and other emergency procedures as part of the induction given to each child upon admission to the SHC.

#### Part 4: FACILITIES & SERVICES PROVIDED BY THE HOME:

##### 4.1 SERVICE VALUES:

- The Home offers comprehensive facilities and a service of care geared to promoting each child's comfort, safety and well-being. Our services are intended to achieve the following objectives:
  - Treating everybody that uses or comes into contact with our service as equally important individuals. This will relate to children, family members, staff and visitors to the Home.
  - Ensuring that our staff has the appropriate skills to deliver the best care and offer a shared commitment to excellence.
  - Ensuring that the services provided adequately complement those provided by other organisations for the overall benefit of the children.
  - Customising our services to meet the individual needs of the children within our care.
  - Establishing care teams in which all concerned works for the benefit of the children, ensuring continuing quality monitoring at all levels.
  - Encouraging children and other Service Users to comment on the services provided and to make suggestions for improvements.
  - Listening and responding to children's wishes.

- Maximising the resources available to ensure Service Users receive value for money



#### 4.2 MEALS:

- Meals are planned on a regular cycle, ensuring that children receive at least one hot meal per day. Menu Planning is considered to be a joint responsibility between the children and staff based upon individual preferences (see below). Children are encouraged to help with meal preparation.
- Each meal will provide for a choice of starters, main courses and desserts, and the objective of the Home is to offer a variety of dishes that are both appetising and nutritious.
- Menus are planned to take into account the following:
  - The varieties of fresh, dried/tinned, frozen and chilled foodstuffs available. Wherever possible, fresh and organic produce is used.
  - The child's individual likes/dislikes, as identified in appropriate Care Plans. In this respect the child will be consulted as needed regarding the choices available. The participation of relatives/advocates is encouraged.
  - Special religious and/or cultural requirements, as identified in individual Care Plans, particularly the recognition of those food items forbidden by religion.
  - Children's special clinical dietary needs, as identified from the Care Plan. This will include consideration of the 14 declared allergens with respect to foodstuffs.

#### 4.3 LAUNDRY & HYGIENE SERVICES:

- The Home places a high priority on standards of cleanliness and hygiene, and has established the following procedures to achieve this objective:
  - Laundry facilities are provided at the Home, and the laundry area is regularly Risk-Assessed for hazards and conformance to the C.O.S.H.H regulations. Where physically able to do so children are encouraged to do their own laundry.
  - There is a regular programme of infection and hygiene control carried out at the Home. This focuses upon cleaning, sanitisation and proper waste disposal, and the following Policies refer:

#### 4.4 MEDICATION:

- There are strictly controlled procedures for the management and handling of children's medication and single-use medical equipment in operation at the Home that ensures conformance to appropriate regulations. We have policies that make reference, and include specific requirements for handling Controlled Drugs at the Home.
- Children who request to undertake responsibility for their own medication (as applicable to circumstances) are fully Risk-Assessed and evaluated as a preliminary measure.

#### 4.5 HEALTH & PERSONAL CARE SERVICES:

- The Care Services provided by the Home focus upon the following elements of care for the child:
  - Enabling Access to Community Health Services
  - Enabling Access to Personal Care Services
  - Health Screening & Promotion
  - Protection of the Child
  - Sex Education and Advice
  - Monitoring Psychological Health
  - Behaviour Management
  - Proper Use of Physical Intervention (Restraint)
  - Advice on Finances & the Handling of Children's Monies
  - Provision of Advocacy Services & Legal Protection
  - Personal Administration Needs
  - Medical Care (Drugs & Medicines)
  - Advice on Educational Opportunities
  - Advice on Vocational Training and preparing for their first job

- The individual needs of each child in these respects are documented in the child's Care Plan (Service User Plan). The Care Plan is reviewed every 3 months, or as and when needed on the basis to ensure maintenance of proper care needs, and a reflection on changing needs.

#### 4.6 SOCIAL & RECREATIONAL ACTIVITIES:

- Each child is encouraged to participate in a full and active social life and there is a planned programme of social activities for children who wish to take part. This includes trips out of the Home and cultural, sporting and community visits as appropriate.
- For those children who do not wish to participate in planned activities, there are TV, radio and video facilities available within the lounge area. Additionally, there are adequate supplies of books and current newspapers and journals that can be made readily available.

#### 4.7 EDUCATION:

- The child's Care Plan will contain an individual plan of full-time educational needs which has been developed in conjunction with the child's family and/or significant other. Where appropriate, this plan addresses any requirements for special educational needs that the child may have.
- Wherever possible the child will continue to attend his/her existing school to maintain continuity of learning. Where this is not possible, arrangements will be made for the child to attend appropriate local schools or colleges. All schools /colleges used will be regulated through the Ofsted Inspection process.
- Staff receive specialist training in the educational opportunities available for children/young persons. This is set down in Staff Training Plans and details of actual training received are included in appropriate staff training records. The child's Keyworker has special responsibility for monitoring the child's educational progress and maintains close links with the learning establishment. This will extend to attending Open Days and meeting teachers/lecturers as necessary.
- The Keyworker and key staff in the Home also closely monitor the attitude of the child in respect of apprehension in attending lessons. Staff are receptive to concerns about bullying and harassment and maintain close liaison with the learning establishment in this respect.
- Through the close links that are maintained with the learning establishment, the Keyworker is able to monitor the child's timekeeping and the attendance record. Any disciplinary problems encountered at the establishment - which may lead to exclusion in extreme cases - are taken up with the establishment and reviewed at the Home for possible action requirements.

- The Home has the budgetary means to provide children with adequate books and requisites for learning, and provision is made in the Home for quiet study in a young person's room (desk and chair).

## Part 5: CARE MANAGEMENT:

### 5.1 MANAGEMENT OF CHILDCARE & WELFARE:

- There is a formal process for admitting a child to the Home. This addresses the following stages:
  - Assessment of Need of the child to determine whether or not the Home can provide the individual's specific care needs (Baseline Assessment of a Child's Needs).
  - The child, with parent / carer / advocate (as relevant) viewing the Home (where possible).
  - Explanation of Terms and Conditions of Residency.
  - Risk Assessment of the new child's room, and its preparation in readiness for occupancy.
  - Admission of the child to the Home, including the procedures to be followed for emergency admissions where relevant.
  - Handling the child's personal property, including clothing, valuable and other personal possessions, medication and aids to daily living (Handling Children's Personal Property).
  - Assignment of a Keyworker to the child.

### 5.2 PROTECTION & PROMOTION OF CHILD/YOUNG PERSON:

- Soaring Heights Care aims to provide its children with a secure, relaxed, and homely environment in which their care, well-being and comfort is of prime importance.
- Carers will strive to preserve and maintain the dignity, individuality and privacy of all children within a warm and caring atmosphere, and in so doing will be sensitive to the children's changing needs. Such needs may be medical/therapeutic (for physical and mental welfare), cultural, psychological, spiritual, emotional, social and educational and children are encouraged to participate in the development of their individualised Care Plans in which the involvement of family and friends may be appropriate and is greatly valued.
- This will be achieved through programmes of activities designed to encourage mental alertness, self-esteem, social interaction with other children and the community.
- There are key measures and policies in place to protect children from these sources of harm:
  - Physical abuse, including bullying - can include hitting, slapping, pushing, kicking;
  - Institutional/Social - can include inappropriate restraint, misuse of medication;



- Sexual - can include rape, sexual assault, sexual acts to which the person has not consented or unwanted sexual advances;
- Psychological/Emotional - can include humiliation, threats, harassment, coercion, blaming;
- Sectarian - can include verbal abuse, inappropriate songs and banners etc;
- Financial - can include theft, misuse of property, finances or benefits;
- Neglect (other than self-neglect) - can include withholding necessities of life, care needs;
- Discrimination - can include racism, sexism, slurs, discrimination based upon disabilities etc.

### 5.3 BEHAVIOUR MANAGEMENT:

- There will be occasions during the daily activities of Home life when a child behaves in an inappropriate manner to the extent that disciplinary measures are warranted. These measures will be known as sanctions and are designed to be positive in the effect that they have on the child. They are not intended as punishments.
- The child is made aware of the consequences of his/her actions which have led to the sanctions, and wherever possible the sanctions imposed are negotiated with the child.
- Sanctions are intended to be fair and time-limited. They are not imposed in an abusive or threatening manner, nor are they intended to embarrass, hurt, oppress, reject or humiliate the child. The whole concept of sanctions is that, as adults, there is a point to be made which the child must understand, and the sanction should be meaningful to the child.
- There is a formal documented policy on the Management of Challenging Behaviour which clearly lists the types of sanctions that are permitted, together with those which must not be used.

### 5.4 PARTNERSHIP WITH PARENTS & CARERS:

- It is the policy at Soaring Heights Care to work in close coordination with each child's parents/ guardians/carers in an atmosphere of open dialogue and mutual collaboration with respect to the child's needs, wants and values. This will soundly contribute to the following key objectives:
  - To ensure that the individual developmental and learning needs of the child are met.
  - To better understand, and to contribute positively to, the cultures and values of the child's family and community.

## 5.5

### REVIEW OF PLACEMENT PLANS:

- The Home operates a policy for reviewing Placement Plans and children's needs on a 6-monthly basis. This may be superseded in the event that sudden changes in a child's circumstances, or physical or mental well-being, requires a more urgent review, and the Home's policies provide for this.

## 5.6 EQUAL OPPORTUNITIES:

- Reference section 1.4 of this Statement of Purpose, the Home welcomes children irrespective of their race or ethnic origin, creed, colour, religion, political affiliation, sexual gender or sexual orientation, and disabilities or impairments. The sole criterion for admission to the Home is the perceived ability of the Home to provide assessed care needs, and each child is afforded equal opportunities in all services that the Home provides.

## Part 6: CONTINUOUS QUALITY IMPROVEMENT:

### 6.1 SERVICE USER FEEDBACK - CONSULTATION WITH CHILDREN:

- There is a formal process for seeking the views and opinions of children / Service Users regarding their perceived quality of the care services provided by the Home:
- This process focuses upon the use of Questionnaires which are given to children and / or their family members. Questionnaires are designed to seek opinions on the following aspects of the Home's Care Services:
  - The Staff in the Home
  - The Daily Care received by the Child
  - Comfort, Cleanliness & Convenience
  - Our Planned Social Activities
  - Our Food & Catering Services
  - The Child's Democratic Rights
  - The Child's Privacy & Independence
  - Health & Safety within the Home
- In addition to this, through the "open policy" arrangements that enables the child to make contact with family members and friends whenever he/she wishes, there is a separate procedure whereby the views of the child's relatives and family members are invited. The use of a separate Questionnaire.

- The results of all Questionnaire surveys are reviewed on a formal basis with a view to Continuous Quality Improvement in the services offered by the Home. This will relate to section 6.3 of this Statement of Purpose.

## 6.2 STAFF FEEDBACK:

- As with children and family members/friends, there is a formal process in operation at the Home whereby the views and opinions of staff members are sought with respect to their perception of the quality-of-care services provided by the Home.
- The results of all staff surveys are reviewed on a formal basis with a view to Continuous Quality Improvement in the services offered by the Home. This will relate to section 6.3 of this Statement of Purpose.

## 6.3 COMPLAINTS, CONCERNS, COMMENTS & COMPLIMENTS:

- With respect to children's/family/staff feedback concerning the quality-of-Care Services provided, as referenced in sections 6.1 and 6.2 of this Statement of Purpose, information is formally reviewed for content and possible action. These reviews classify Service User feedback as follows, and is considered as positive through to negative feedback:
- Types of feedback:
  - Compliments - positive input regarding aspects of the Care Service
  - Comments - still positive, but possible scope for improvement
  - Concerns - negative feedback where action may be required to address a problem
  - Complaints - serious concerns on the part of the Service User, requiring formal action as described below:
- There is a formal process for the management and handling of complaints from Service Users in the Management of Complaints policy. The Policy provides for appropriate investigation and a timely response to the complainant, and if required the means for the Service User to take the complaint to the appropriate regulatory authorities. This is explained in the Children's Guide/ Information Pack and the child and family member/carer /advocate (as appropriate) is also made aware of the right to complain when the child is admitted to the Home.

- It is the policy of the Home to strive to ensure that compliments outweigh complaints.