



**STATEMENT OF PURPOSE**

**FOR**

**TY FELIN**

# **Contents**

1. Overview Aims and Objectives of Ty Felin
2. Type of Accommodation
3. Ethos and Philosophy of Care
4. Responsible Body
5. Governance
6. Staffing, Qualifications and Supervision
7. Admission Criteria and Policy
8. Arrangements to Support the Therapeutic Needs of the Child
9. Arrangements to Protect & Promote the Health of Children
10. Arrangements for Education & Private Study
11. Arrangements to Promote Hobbies, Recreational and Cultural Activities
12. Arrangements for Children's Religious Instruction & Observance
13. Arrangements for Consultation with the young people
14. Arrangements for contact between a young person their parents/carers, relatives and friends
15. Medication Administration
16. Behavioural Support
17. Complaints Procedure
18. Reviews
19. Communication
20. Arrangements for young people who go missing
21. Safeguarding Procedures
22. Fire Procedures

## **Overall Aims & Objectives of Ty Felin**

- 1.1** Ty Felin is an independent Residential Children's Care Home, which is part of the QEWC Ltd Group. The Care Home Service Manager is Guy Bingham, who has 14+ years' experience of working within residential childcare and the Responsible Individual is Natalie Fletcher, who has worked within residential childcare since 1999. We aim to provide residential placements for up to five young people, from the ages of 8 to 18 years who have experienced Adverse Childhood Experiences (ACE's) and display emotional and behavioural difficulties (EBD), social difficulties (SEMH), mental health problems, moderate learning difficulties (MLD) and young persons on the Autistic spectrum.
- Ty Felin seeks to provide an effective and supportive home, to ensure a safe and therapeutically nurturing environment where young people can develop, enabling them to deal with past and present difficulties. The ethos behind the home is to support young people in managing the difficulties within their past life and prepare them for their future life. It is our firm belief that all young people deserve the highest standard of care and support.
- 1.2** The home admits young people countrywide. The young people usually have Statements of Special Educational Needs (Wales) or Educational Health Care Plans (England) that are related to their emotional, social, educational and behavioural difficulties. The staffing structure comprises of therapeutically trained Residential Care Practitioners and auxiliary staff who work within an agreed rota to meet the operational needs of the home. Ty Felin will provide tailored support, focused for each resident, ensuring that their personal plan is followed and outcomes achieved.
- 1.3** The focus of care and support for the young people within the home is based around a culture of preparing the young people to manage their past issues and experiences and ultimately prepare them for independent living and leaving care. The systems and programmes of support within the provision fully endorse the ethos that the young people are central to the decision making, risk taking and choices in all aspects of preparation for life after care. Whether that be supporting the plan to transition young people back into the family home or independent living post care.
- 1.4** The staffing structure comprises of Residential care practitioners, shift leaders and care managers who work within an agreed rota to meet the operational needs of the home and young people.
- 1.5** At Ty Felin, we operate a family style accommodation where young people are encouraged to recognise their difficulties and improve their patterns of behaviour. The social development of the young people is encouraged by the provision of appropriate social and leisure activities both within the home and the local community. Young people's rights are respected and safeguarded and the responsibilities of parents and carers are recognised. The staff work in partnership with both young people, their parents/carers, placing authorities and therapeutic practitioners to ensure high standards of care and support.
- The home also operates in line with systems that promote the independence of all young people in a timely manner and as appropriate. Those young people who are working towards their independence are monitored and supported through an independence progress assessment framework which allows the young person to have an active part in their development.
- 1.6** We appreciate that each young person brings with them their own unique life experiences and as such we aim to provide each individual the opportunity to gain experience and grow through a tailored programme. We provide a safe

and supportive environment based on thoughtful processes, assisted throughout by resolute teams of professionals and a strong culture of multi-disciplinary working.

- 1.7 We have full access to therapeutic practitioners who work directly with the child and support the staff team in order to support the development and progression of young people. These support packages are created on an individual basis and in conjunction with the personal plan and any objectives identified within. There is an integrated approach to our work with individuals and a tailored service is provided to suit identified needs.

### **Type of Accommodation**

- 2.1 Ty Felin is a large detached, two storey property, set within its own large, manicured corner plot. It is located in the town of Buckley, within the county of Flintshire. It is situated three miles from Mold, ten miles from Chester and fifteen miles from Wrexham. In Buckley itself, there are the usual array of shops and amenities, including a train station with excellent links to Chester and Wrexham. The property is located near direct bus routes to local colleges, all major towns and cities. There are two medical centres, local primary and secondary schools nearby, as well as a local sports centre and swimming pool. In addition to this there is a plethora of supermarkets, shops, independent businesses and recreational clubs.

**2.2 The residential accommodation consists of: -**

- Five private single occupancy bedrooms all with en-suite facilities, spread over two floors. Each room has a comfortable bed, television privilege and sufficient furniture to accommodate the needs of each young person.
- A communal bathroom with bathtub for use by all young people.
- A public WC for use by visitors to the home.
- Two staff sleeping-in rooms with en-suite facilities.
- Kitchen/dining-room for domestic use, food preparation, cooking, eating and laundry facilities.
- A comfortably appointed lounge / T.V. area for the general leisure use of the young people, plus a conservatory which doubles as an additional gaming area / lounge.

There are additional communal spaces on-site which cater for the use of ICT, homework and professional meetings.

- 2.3 Each young person has a key to their own room, with master keys held by the staff solely for the purpose of emergencies. Young people are encouraged to personalise their room, and each have access to a lockable facility for the storage of personal belongings which may be kept in their room.

- 2.4 Ty Felin is heated, illuminated, decorated, furnished and maintained to a high standard that is domestic in appearance and appropriate to the age of the young people residing within the home. Televisions and games consoles are provided in the lounge and recreational area, and young people are able to use

any personal entertainment equipment throughout the home. The use of ICT, audio and visual material can be monitored to ensure the safety and appropriateness of the content being accessed. A telephone is available for young people to use and contact with their family, friends, social worker and other legitimate contact is actively encouraged and supported as appropriate.

## **2.5 Outside the home**

The home is set in the middle of private attractive gardens and is surrounded by perimeter barriers consisting of brick walls, fences and well matured trees. There are two entrances to the home consisting of a pedestrian only gate and a further driveway for the use of vehicles. We have our own fleet of vehicles for the purpose of transporting young people to educational provisions and for off-site activities and home visits.

For those young people residing within the home who are working towards a programme of independence, the emphasis will be on the individual to utilise the various methods of public transport accessible to them, in continuing to support their development.

Also located at the site is a separate building that accommodates the homes Care Leadership Team offices, a meeting room and an ICT suite with a substantial storage room.

- 2.6** The premises are to be used solely for providing residential care for young people.

## **Ethos and Philosophy of Care**

- 3.1** The ethos and philosophy of care at Ysgol Tan Y Gaer is underpinned by an Attachment and Trauma informed therapeutic practice and an understanding of the needs of young people who have encountered ACE's or display social, emotional and mental health issues. This is reinforced by a commitment to quality care.

### **3.2 Our core beliefs and values are:**

- Young people have a right to have their basic physical, social and emotional development provided for in a safe, supportive and caring environment. In order to develop, young people must be in receipt of the basic core conditions of safety, containment and attachment, provided by carers that support change through thoughtful processes.
- Each young person has the right to feel important, valued and deserves to be treated with respect and dignity and in a way that is fair, consistent and just. Our work is underpinned by anti-discriminatory practice and an understanding of rights and confidentiality.
- The home takes positive steps to ensure that all staff and visitors to the home are kept safe. The home fully complies with current Health & Safety legislation in respect of maintaining standards.
- All behaviour has meaning and is a communication that should be respected as such. Young people need adults who can be thoughtful about their presented behaviours and promote a level of understanding, together with a discussion of the impact their behaviour has on themselves and others, whilst working within an environment with clear boundaries and expectations.

- Young people have a right to be involved in decisions that affect their lives and to learn how to make appropriate choices.
- Young people have a right to disagree with others' opinions and decisions, to make complaints and to have their views listened to and be considered, without fear of the reactions of others.
- Ty Felin believes in the use of positive attitudes, praise, incentives, encouragement and modelling to promote good behaviour and social responsibility.
- Young people have a right to confidentiality of information. They must be confident that information about them is not shared with people who do not need the information and also that information will not be shared without their knowledge.
- Young people will be given the opportunity to assume greater responsibility regarding their life choices. They will be encouraged to actively assume accountability for their actions and be allowed to take measured risks to support their move towards independence. Each individual's stages of development will be approached in a tailored manner to reflect their own needs at that given time.
- A flexible staffing support mechanism will allow for an increase, or decrease, in assistance as dictated by the current needs of the individual.

The overall intention is to allow young people to develop the necessary skills for a successful adult life. This is achieved within a caring and supportive environment, through a collective thoughtful process.

## **Responsible Body**

- 4.1** Ty Felin is registered with the Care Inspectorate Wales (CIW) as a Care Home Service.

Ty Felin is part of the portfolio of care services owned by 'Quality Education with Care Limited.' The organisation is a small company, who set out to establish an organisation whose sole ambition was to support the achievements and positive outcomes for young people.

The company directors have an understanding of youth work and derive from both an education and residential care background. Both owners of the company are actively involved in the day to day running of the home and hold leading positions on the Leadership Team.

The home was re-registered under the new framework in September 2018 and received certification on **18<sup>th</sup> September 2018**.

Section 20(1) (a) of the **Regulation and Inspection of Social Care (Wales) Act 2016**.

### **Conditions of Registration:**

- 1** Quality Education with Care limited is registered to provide a Care home Service at Ty Felin Children's home.
- 2** A maximum of five individuals can be accommodated at this service.

3 The responsible individual for this service is Natalie Margaret Fletcher

**The Registered address is: -**

Ty Felin  
26 Mill Lane  
Buckley  
Flintshire  
CH7 3HB

**The Responsible Individual is: -**

Natalie Fletcher – natalie.fletcher@qewc.co.uk

**The Care Home Manager is: -**

Guy Bingham – guy.bingham@qewc.co.uk

**THE COMPANY REGISTERED ADDRESS IS:**

Bryn Tirion Hall,  
Mold Road  
Caergwrle  
Flintshire  
LL12 9HA

**4.2 Details of the Care Home Manager**

The Care Home Manager of Ty Felin is Guy Bingham. Guy has been with the organisation since October 2011 and has extensive knowledge in regards working within the childcare sector. He is fully embedded in the organisation's philosophy, and this is reflected within his working practice. Guy holds the qualification of Level 5 Diploma in Leadership for Health & Social Care Services (Children & Young People Residential Management).

Guy is registered as a care home manager with Social Care Wales.

**4.3 Details of the Responsible Individual**

The Responsible Individual of Ty Felin is Natalie Fletcher.

Natalie is a co-founder of the organisation and has extensive knowledge about the regulations, standards and expectations within the childcare sector. Natalie has transitioned through the organisation and vacated her post as Care Home Manager to QEWC's flagship children's home to work as Care Services Director in promoting relevant and quality services for the childcare sector.

Natalie holds the qualification of Level 4 NVQ in Health & Social Care (Children & Young People) and Level 4 NVQ in Leadership & Management for Care Services.

Natalie has thirty years' experience of working within the childcare profession and played an integral role in formulating Quality Education with Care Ltd in 2008.

Natalie is a company director and also holds the position of Care Services Director for the organisation and Registered Person for the organisational school.

Natalie was initially registered as the Responsible Individual for the home in May 2017. In September 2018, there was a further application to register the service under new legislation (Regulation and Inspection of Social Care (Wales) Act 2016). This was successfully determined and agreed with CIW.

**Governance**

**5.1** The governance of the service adheres to the new regulatory requirements imposed on the provider. As a result, systems have been designed to establish a robust process to ensure that there is scrutiny and accountability in all aspects of the service' operation.

## 5.2 The Service Provider has taken account of and ensures it has:

- Set clear **organisational vision and intent** by outlining the service profile and the actions the organisation will undertake to achieve this in the statement of purpose.
- Put in place and keep under review, the underpinning **policies and procedures** to support the service, managers and staff to achieve the aims.
- Establish sound **management structures** to oversee and monitor in order to ensure that it operates safely and effectively for the individuals in receipt of care.
- Establish clear arrangements for an ongoing cycle of **quality assurance and review** to provide assurance that the company operates in line with statutory requirements, statement of purpose and is supporting individuals to achieve their personal outcomes. The information obtained through monitoring is used for continued development and improvement of the service.
- Maintain oversight of **financial arrangements** and investment in the business to ensure financial sustainability and protect the service from risk of financial pressures.
- **Promote and review the culture** of the organisation through openness, honesty and candour at all levels.

## 5.3 Board Governance

*The board of directors is responsible to provide a sound base for transparent review and monitoring of the service.*

*The process of scrutiny is completed via a periodic review of systems and through a variety of methods to obtaining information.*

*1 Consultation with stakeholders*

*2 Analysis of documentation*

*3 Review of practice / operations*

*4 Review of information through established audit systems & Monitoring tools*

*The directors will discuss the outcomes of any scrutiny reviews and ensure that measures are in place to use the information gathered to improve and develop the service.*

*This information is shared with all board members and appropriate actions determined as required. The Responsible Individual for the service is advised of the outcome of any matter relating to the care homes and the Registered Person is advised of any matters relating to the school.*

*The Finance Director is advised of any financial matters that need attending too. Appropriate action is taken accordingly.*

*The responsibility for overarching accountability for the home rests with the Responsible Individual and is in accordance with legislative requirements set out in the Regulation and Inspection of Social Care (Wales) Act 2016, Social Services and Well-being (Wales) Act 2014 and The Regulated Services (Service Providers & Responsible individuals) (Wales) Regulations 2017.*

## 5.4 The Responsible Individual will:

Ensure systems are in place to record and report on quality of care and support within the home. This will be in accordance with legislative requirements. This consists of

monitoring and reviewing all processes to capture information, and ensure quality sustainability, assurance and development. This is achieved via the following methods:

- **Monthly Quality and Assurance Audit** – This information is collated and ensures a review of all aspects of the service.
- **Quarterly Quality and Assurance Visit** – Responsible Individual will visit the service periodically (*in accordance with Regulation 73*), meeting with staff and young people, review systems and procedures and report on findings.
- Compilation of the **Quality-of-Care Review** (*Regulation 80*) will be determined from the information gathered during the Monthly and Quarterly Assurance visits as well as including additional supporting information. The findings and any recommendations will be shared with the Service Provider / Board of Directors for approval and action.
- **Statement of Compliance for Standards of Care & Support** (*Regulation 81*) to be submitted to the regulatory body each year.

#### **5.5 Details of Head of Education (Residential School)**

The Head of Education for the residential school, Ysgol Tan y Gaer is Gavin Cass. Gavin has over 25 years of working within the education sector and 10 years of working within a Headship position.

Additional to this Gavin, has worked with Local Authorities within an advisory capacity to education provisions. Gavin is registered with EWC.

The Registered Person for Ysgol Tan y Gaer is Natalie Fletcher.

### **Staffing, Qualifications and Supervision**

- 6.1** Staff within the home are experienced and skilled in working with young people. They are able to offer care, guidance and advice based on thoughtful processes whilst supporting structure, consistency and clear boundaries. All staff seek to create a safe and supportive environment that allows young people to come to terms with their challenges and promote positive development. We deliver a high quality of service where staff work towards the fulfilment of the home's Statement of Purpose.
- 6.2** A comprehensive system is in place to provide support and formal supervision from management to all grades of staff on a regular basis and annually each staff member is fully appraised. This offers opportunities to assess work performance and set development targets as well as identify any training that may be required or desired.
- 6.3** Ty Felin complies with Social Care Wales guidance in relation to the recognised and accepted qualification for workers within residential care Homes in Wales e.g.: Diploma Level 3 in HSC Children & Young People / QCF – HSC Level 3 - Working with Children & Young People or most recent qualifications are Core Level 2 and Practice Level 3 CYP. All staff that hold a senior level post are required to undertake relevant qualifications accordingly e.g., Level 4 Professional Practice in Health and Social Care or Level 4 Preparing for Leadership and Management in Health and Social Care.
- 6.4** Staff will have access to all appropriate courses available to ensure that they are in line with current developments, practice and theory. All inexperienced staff are required to undertake an in-house induction process as well as the All-Wales

Induction Framework within six months of appointment. On completion of which they must register with Social Care Wales. Following successful completion and registration, staff are then required to undertake and complete the relevant vocational qualification within two years of appointment.

## **6.5 Staffing Structure of the Home**

- Care Home Manager – oversees the running of the service, care practice and promotes development.
- Assistant Manager – Supports the Care Home Manager in all aspects of the management of the home.
- Three Staff Teams each consisting of a Shift Leader, Deputy Shift Leader and Residential Care Practitioners
- Training & Development Manager x 1 – Responsibility for the development and training of staff within the organisation.
- Designated Keyworkers who are pivotal in overseeing the day-to-day facilitation of the personal plan for the individual.

In addition, the home is supported by QEWC's business team.

The home also utilises the services of the organisation Therapy Team who consist of a collective group of professional therapists who work with the children and staff team holistically.

**6.6** Our young people are staffed according to their personal plans and risk assessments and in line with the ethos of the home. The flexible staffing rota will ensure the young people are provided with the necessary support they require. Should a young person require additional care/support, this will be discussed and agreed at the placement meeting and measures implemented accordingly.

**6.7** Some of the residential children attend our organisational school (Ysgol Tan-Y-Gaer) which supports their education needs. This school is registered with ESTYN and is based at Bryn Tirion Hall site in Caergwrle. Other residents attend local schools (mainstream / specialist provision / college).

Where there is a need for additional learning / tuition, provision is identified and coordinated by the education team.

## **6.8 Staffing for the Home**

The homes intention is to have a trained staff team that are able to meet the needs of the individuals accommodated there.

The flexible staffing rota allows the home to respond to the needs of the individual at any time, providing them with additional support, or reducing this, in-line with their personal plan.

**6.9** Night-time supervision between 11.00pm and 8.00am consists of two members of staff sleeping in, one of whom will have the designated responsibility for the home overnight, and a Shift Leader or member of the care leadership team being on call. Where the need arises, waking night staff may be used, however this is not a standard supervision mechanism within the home.

**6.10** Where short-term or unplanned gaps in rota occur due to training, sickness, or staff holiday, our full-time staff team are expected to provide cover in the first

instance. The home also has a facility to utilise the resources of 'bank staff' as required. These individuals are employed by the company on a 'zero hours contract' and complete the same comprehensive training programme that full time staff complete prior to being allocated shifts. These staff also receive supervision in accordance with the homes policy. The details of 'bank staff' is held within the staffing section (5.21 – staff name and qualification appendix) of this document.

### **6.11 Supervision, Training and Development arrangements for the Staff Team**

As part of our commitment to promote the interests of both our young people and carers, we will fully enforce the Social Care Wales Code of Practice for employers of Social Care Workers. These standards require Ty Felin to:

- Make sure people are suitable to enter the workforce and understand their roles and responsibilities.
- Have written policies and procedures in place to enable social care workers to meet the Social Care Wales Code of Practice for Social Care Workers.
- Provide training and development opportunities to enable social care workers to strengthen and develop their skills and knowledge.
- Put in place and implement written policies and procedures to deal with dangerous, discriminatory or exploitative behaviour and practice; and
- Promote the Social Care Wales's Code of Practice to social care workers, service users and carers and co-operate with the proceedings.

#### **Social Care Workers on their part are expected to:**

- Protect the rights and promote the interests of service users and carers.
- Strive to establish and maintain the trust and confidence of service users and carers.
- Promote the independence of service users while protecting them as far as possible from danger or harm.
- Respect the rights of service users whilst seeking to ensure that their behaviour does not harm themselves or other people.
- Uphold public trust and confidence in social care services; and
- Be accountable for the quality of their work and take responsibility for maintaining and improving their knowledge and skills.

### **6.12 Supervision and Appraisal**

Supervision is a vital part of supporting, managing and developing the staff team. It is a statutory requirement of employment at Ty Felin that staff both receive and take part in the supervision process. Supervision is provided by designated members of the Care Leadership Team and Care Managers. Supervision is provided to inexperienced staff on a monthly basis for the first six months. After this period, formal supervision is every six to eight weeks, additional supervision's can be requested by staff or management at any time. Supervision sessions are recorded, and staff are required to read and sign their

notes, which are then placed on the staff member's file. If there are any disagreements these are recorded.

- 6.13** All inexperienced staff undertake a comprehensive induction programme that is subject to a review on completion of their probationary period. All staff will be involved in Performance Appraisals with a member of the care leadership team every twelve months. This process forms an evaluation and monitoring of progress and sets personal work targets and actions for the coming year.

#### **6.14 Training**

It is the aim of the organisation to ensure that all staff training is comprehensive enough to meet the individual needs of each young person within the home. Any identified training needs specific to the young people will be identified and agreed at placement planning meetings and subsequent statutory reviews. The home will have a planned and comprehensive annual framework of training, which consists of 36 hours of paid development sessions. This will be delivered to the entire staff team and will identify specific training needs for both the home and young people who reside there. The organisation is committed to providing a diverse range of relevant training at a high standard and attendance by staff is compulsory. In accordance with the organisations staff training policy.

- 6.15** Physical intervention techniques are part of the course content but are only to be used when all other de-escalation techniques have failed. Refresher courses are conducted on an annual basis to ensure good work practice is upheld.

- 6.16** It is a requirement of all staff that they attend all training relevant to their post. Training needs will be discussed, agreed and monitored through the forum of supervision and appraisal systems. These are recorded in a Personal Development Plan, which is part of the Performance Appraisal system. Staff team meetings occur monthly, and all staff are required to attend. Staff meetings include discussion of the current work being conducted at Ty Felin, together with a general review of current practice. Meetings have an agenda and are recorded.

#### **6.17 Development**

Staff development is seen as part of an ongoing process that includes:

- Training, supervision and appraisal.
- Team Around the Child meetings / Team meetings and support sessions.
- Key working and joint working with colleagues within the team.
- Joint working with other professionals and agencies.
- Statutory review meetings.
- Extra duties and responsibilities, which are delegated to staff as they become more skilled and competent within the team.

#### **6.18 Staff files**

In line with current legislation, corporate policy and the Regulation and Inspection of Social Care (Wales) Act 2016 and the Regulated Services (Wales) Act 2017, all staff at Ty Felin have a Personnel file. This includes the following information:

- Personal information such as home phone number and address
- Job description and contract
- Supervision notes including supervision contract
- Performance Appraisal and Performance Improvement Plan
- Record of qualifications and training certificates
- Record of DBS check and evidence of driver documents, licence, insurance etc.
- Minimum of two references
- Passport photo and Birth Certificate
- Occupational health / medical questionnaire
- Correspondence – Letters of appointment and promotion etc.

### 6.19 Staff Selection

Staff selected for interview at Ty Felin, will all be subject to the effective system of appointment to the home. This will include having an enhanced Disclosure Barring Service (DBS) check. This is in accordance with the Regulation and Inspection of Social Care (Wales) Act 2016 and the Regulated Services (Wales) Act 2017. Staff are then encouraged to sign up to the Portable DBS service.

### 6.20 Staff Conduct

All staff are required to act as responsible role models for the young people in residence and relate to young people and colleagues in an appropriate manner at all times. Ty Felin has the expectation that staff will conduct themselves in a manner that is fitting for their role at all times, both in and out of work

### 6.21 Staff Name and Qualification Appendix

Name	Job Title	Qualifications
Guy Bingham	Care home manager	Level 5 diploma in leadership for health & social care services (c & yp residential management) Level 5 diploma in leadership for health & social care services (cyp advanced practice) Level 3 nvq in health & social care (c & yp)
Graham Brown	Assistant manager	Level 5 diploma in leadership for health & social care services (c & yp residential management) level 3 nvq in health & social care (c & yp)
David Sutton	Shift leader	Level 2 core health & social care (cyp) Level 3 diploma health & social care (cyp)
Cloe James	Shift leader	Level 2 core health & social care (cyp) Level 3 diploma health & social care (cyp)
Rachel Shinton	Shift leader	Level 2 core health & social care (cyp) Level 3 diploma health & social care (cyp)

Sophie Ravenscroft	Deputy shift leader keyworker	Level 2 core health & social care (cyp) Level 3 diploma health & social care (cyp)
Chelsea Williams	Deputy shift leader	<b>Working towards</b> - level 2 core health & social care (cyp)
Toni-jane shaw	Deputy shift leader keyworker	<b>Working towards</b> – level 3 core health & social care (cyp)
Ella James	Residential care practitioner	Level 2 core health & social care (cyp) <b>Working towards</b> - level 3 diploma health & social care (cyp)
Martin Patmore	Residential care practitioner	Level 2 core health & social care (cyp) Level 3 diploma health & social care (c & yp)
Katie Burgess	Residential care practitioner	Level 2 core health & social care (cyp) <b>Working towards</b> – level 3 core health & social care (cyp)
Karen Marshall	Residential care practitioner	Awaiting enrolment on level 2
Eleanor Button	Residential care practitioner	Awaiting enrolment on level 2
Heulwyn Roberts	Residential care practitioner	Awaiting enrolment on level 2
Anthony Hughes	Residential care practitioner	Awaiting enrolment on level 2
Kristen Rollinson	Residential care practitioner	Awaiting enrolment on level 2
Sue Jones	Residential care practitioner	Level 3 diploma in health & social care (c & yp)
Ffion Pemberton	Residential care practitioner	Passed induction. Working towards 6-month probation.
Leanne Roche	Residential care practitioner	Passed induction. Working towards 6-month probation.
<b>Therapy team</b>		
Sarah Sankey	<b>Psychotherapist</b>	Clinical counselling ma (mbacp)
Daniel Hill	<b>Psychotherapist</b>	Clinical counselling ma (mbacp)
Stefan Nowosielski	<b>Psychotherapist</b>	Cpcab certificate working with children & young people – level 5 Therapeutic counselling – diploma level 4

## **Admission Criteria & Policy**

### **7.1 Criteria**

Ty Felin is primarily concerned with accepting young people of mixed gender between the ages of 8 to 18 years. The home supports young people who have encountered adverse childhood experiences (ACES) and with emotional and behavioural difficulties (EBD) and social difficulties (SEBD). As social emotional and behavioural difficulties (SEBD) is a generic term it will frequently encompass a number of diagnosed or possibly undiagnosed developmental disorders or special educational needs including: SEMH, ADHD, Dyslexia, Dyspraxia, Dyscalculia, Language Difficulties, Opposition Defiant Disorder (ODD), Conduct Disorder (CD), Pathological Demand Avoidance (PDA) and Attachment Disorder (AD). We will therefore always consider a young person with other associated learning difficulties who for a number of reasons may benefit from the care and education we offer, together with any other needs that are the concern of parents/carers and the placing authority. The intention of the home is to provide effective care and support to young people in preparation for the next stage of their life. This may be a view to transitioning the young person back into the family home, foster care or alternative residential placements as depicted in their personal plan. Admissions to the home may also include a planned transition from Bryn Tirion Hall, where the young people would have spent some time, living in residence. There may however be times when a young person will meet the admission criteria, without having attended the organisations sister home or school. We are unable to offer accommodation to young people who have significant physical disability or those requiring significant intimate personal care.

**7.2** Our comprehensive referral procedure requires a detailed history of the young person, identifying the specific needs of the residential placement. There is a review of the placement held within the first seven-days (regulation 18 – Providers Assessment), in which a review of the information and personal plan is undertaken with relevant parties. Further to this, we have a twelve-week assessment that is undertaken following any new admission to the organisation, within the forum of a panel meeting with all relevant and interested parties represented. A further planning review will then take place to make longer term, on-going decisions as to whether the placement is suitable. If it is agreed at this review that the young person's needs are being met within the provision, then the placement is confirmed. The Care Leadership Team will make the final decision to offer a place.

**7.3** We will consider emergency placements on occasion and when in receipt of appropriate information, with the agreement to meet within a maximum of seventy-two hours of admission. All admissions are considered in relation to the composition and needs of the young people resident at the time.

**7.4** The home admits young people and makes the decision on which house unit to place the individuals onto, based on the referral information received and the successful completion of the impact assessment. The criteria matching is an essential element to ensuring that young people's needs are met coming into the provision and for the on-going support of existing residents. The home has no restrictions in regards the mix of gender or age when considering placement.

**7.5** Each child is viewed as an individual and following completion of the assessment into the home, all aspects of their personal plan are reviewed to ensure a bespoke individual care plan is in place moving forward.

## **Arrangements to Provide Therapeutic Support**

- 8.1** Ty Felin supports the needs of young people who need assessment and/or therapeutic intervention. The home has a dedicated therapeutic team who are an integral part of the Team Around the Child (TAC) and ensure that the young person's needs are met through appropriate assessment and intervention. This includes direct one to one work with the young person; providing training to the staff team; and offering regular supervision, advice and guidance as part of a systemic approach to therapeutic support.
- 8.2** Therapeutic plans will draw upon different therapeutic approaches and models of therapy and counselling, which can then be implemented into a young person's individual support plan for themselves and staff working around them to be familiar and work in accordance with. Therapeutic plans will draw from the outcomes of psychometric assessments and clinical formulations as completed within the assessment stage. The psychometrics will be reviewed at an average of six-monthly intervals to assess the level of progress, or requirement for change to their therapeutic and individual support plan.
- 8.3** Our Ethical Framework for working therapeutically with children and young people is inspired by:
- The British Psychological Society (BPS) code of ethics and conduct
  - The Health Care and Professions Council (HCPC) standards of conduct, performance and ethics
  - The British Association for Counselling and Psychotherapy (BACP) ethical framework for the counselling professions.
  - The United Kingdom Council for Psychotherapy (UKCP) code of ethics and professional practice.
- 8.4** Therapists are expected to adhere to the standards of conduct and ethics of the professional body their respective qualifications are bound by. Misconduct outside of these standards will result in disciplinary action. As part of their adherence to the ethical frameworks, therapists must ensure their work remains within their scope of practice. Scope of practice is the limit of the therapist's knowledge, skills and experience. The therapist is required to attend regular clinical supervision, which aims to support learning and develop competency related to a specific clinical task. Each therapist has monthly one-to-one and monthly group supervision sessions with a HCPC Registered Psychologist. Clinical supervision will support the therapist in remaining within their scope of practice, but also to help the therapist reflect on their practice, which plays a key part in professional development and service improvement.
- 8.5** Confidentiality must be respected within the therapeutic relationship. Information discussed within a one-to-one session between a young person and their designated therapist should be kept within the confines of that session and extend to those with an immediate need to know basis; except where a young person discloses something which places them or others at risk. This is known as limits to confidentiality. Young people should never feel compelled to discuss these details with anyone else, but they may wish to talk about it with someone else themselves. Therapists may discuss certain aspects of sessions with other professionals directly involved in the care of the young person in the interest of developing a therapeutic plan or acknowledging a safeguarding risk. Therapists will keep notes of their own one-to-one sessions which will be encrypted on the network and in adherence to Data Protection Legislation.
- 8.6** The therapy team is named C.H.A.T.S (Children's Helpful and Therapeutic Service). This title is designed to provide a clearer understanding of what we offer, which is a

child focused helpful and therapeutic service. Each team member brings unique perspectives, therapeutic interventions, and specialised skills to ensure a comprehensive and holistic approach to care.:

**8.7** The therapy room is named Ty Golau (The Light House). This is located in offices away from the home. This space is a safe, warm and inviting room where CYP can feel comfortable, engage in conversation, be creative with the arts and music, play games and relax with adults they trust. When a new resident arrives, they will be invited to meet the C.H.A.T.S Team and receive a welcome gift.

**8.8** This collaborative, flexible, and child-focused approach underscores our dedication to creating a positive, supportive, and impactful therapeutic experience.

The CHATS Team works in close partnership with the school to ensure a cohesive and well-informed approach to supporting each child's unique needs. Our collaboration is designed to integrate therapeutic expertise with educational practices, fostering an environment that prioritises the child's well-being and development.

Key aspects of our collaboration include:

- **Sharing Resources and Interventions:** Providing tailored therapeutic interventions and sharing resources with school staff to address the individual needs of children effectively.
- **Clinical Assessments:** Conducting age-appropriate clinical assessments to build an evidence-based understanding of the child's experiences. These assessments inform the development of therapeutic approaches that best suit the child's ongoing needs.
- **Participation in TAC Meetings:** Attending monthly 'Team Around the Child' (TAC) meetings to ensure all stakeholders have a shared understanding of the child's circumstances. These meetings facilitate transparent communication and cohesive planning across the educational and therapeutic teams.
- **Support for the Wider Team:** Offering ongoing guidance and expertise to school staff, ensuring they are equipped to understand and respond effectively to the child's needs in their daily interactions.
- **Psychoeducational Training:** Delivering scheduled training sessions for school staff to enhance their skills, awareness, and understanding. These sessions empower the wider team to provide informed and compassionate support to children in their care.

By maintaining strong collaborative working practices, the Chats Team fosters a holistic and unified approach that supports the child's present and future well-being, both academically and therapeutically.

**8.9** Young persons' will be allocated a therapist with whom they can be offered opportunities for one-to-one sessions to take place. These sessions will be allocated on a weekly basis with a regular timetabled 50–60-minute slot which best ensures the young person and therapist can attend as regularly as possible. If there are difficulties with arranged time slots being attended, these can be discussed further with the young person and the Team Around the Child (TAC) to look at alternative times across the week.

**8.10** The format of these sessions can be flexible for the needs of the young person and how they will benefit most. Sessions are primarily placed within the therapeutic suite in Cambrian House but can take place in a range of locations depending on the need of each young person. As well as encouraging the use of talking therapies, sessions will also use play therapy and draw on a range of resources to help young people be

expressive. This will include the use of painting / drawing, movies, stories, music, drama / role play, sand play, clay, puppets, craft materials.

- 8.11** All care staff within the home receive comprehensive training on how to provide 24-hour therapeutic support. This training will be delivered by the therapeutic team and focuses on working therapeutically, creatively and compassionately with young people who may struggle with emotional regulation and have experienced traumatic histories.
- 8.12** The team will work in a holistic manner and review the needs of each individual young person to ensure that appropriate and relevant additional training packages can be identified and a commitment from the organisation to ensure that staff are trained effectively to respond to the presenting and diverse needs at any given time.
- 8.13** Residential staff will receive on-going support and communication from the therapy team, including information on therapeutic practices, empathic understanding towards behaviours, guidance on reflective practise, and support for helping guide young people towards their individual goals.
- 8.14** To ensure that outcomes of development and progress is measured, we will carry out intermittent assessments to identify patterns and developmental progress for the young person. There will be an initial Baseline Assessment completed once a young person is placed, which will form their plan of therapeutic intervention. The young person will be assessed at six-monthly intervals to determine any progress or requirements for change and/or adaptations to their therapy. These assessments will be carried out by the therapist with support of the wider TAC and will identify further strategies for successfully working with the young person. All identified strategies and desirable outcomes will be detailed within the individual support plan to ensure that the entire staff team are working in a child-focused and informed manner.

### **Arrangements to Protect and Promote the Health of Children**

- 9.1** The prime responsibility for the good health of young people lies with our Care Home Manager, the young person's Keyworker and the residential staff acting as good parents. Staff at Ty Felin will share this responsibility with the young person. Information on healthy living, forms a key part of the daily routines. This is supported by the general culture of Ty Felin which emphasises and promotes a balanced lifestyle.
- 9.2** As part of the admission process and before any placement is finalised it is our expectation that we will be provided with a comprehensive medical history and any medical requirements, including a list of any medication currently prescribed. This information is kept on file and is recorded in the personal plan. Additionally, a written health plan is held on the young person's case files, within the home.
- 9.3** The young person will be supported though any issues they may encounter such as substance misuse, smoking, sex education, sexual health and self-protection. Young people are not allowed to smoke on-site and the use of alcohol, drugs (unless prescribed by a medical practitioner) or solvents is also prohibited.
- 9.4** On admission to Ty Felin the young person is registered with the local General Practitioner. Appointments are made to test the young person's eyesight and an appointment is made with a dentist to assess the young person's dental requirements. Subject to age and understanding, the young person may choose

whether or not they are accompanied by a member of staff when being seen by a doctor, nurse or dentist.

- 9.5** All young people will be subject to an annual medical examination as part of the "Looked after Children" System. This is conducted by the LAC nurse who visits the home regularly and supports Ty Felin staff in managing the health needs of the young people.
- 9.6** Support will be given to enable the young person to access other community medical or therapeutic services such as speech therapy, physiotherapy or mental health services as required, including supporting the needs of young people from minority, ethnic and cultural groups. When a young person is ill, basic care will be provided within the home. If for any reason nursing care is required then this will be provided after consultation between the placing authority, Ty Felin, the medical practitioner, community nurse and local hospital and in consultation with the young person.

### **Arrangements for Education & Private Study**

- 10.1** At the flagship home Bryn Tirion Hall, we have an organisational school based onsite, Ysgol Tan y Gaer. This school is registered with ESTYN for 20 pupils, all of whom reside at QEWC care homes. Registration was achieved on 9th February 2024. The Head of Education for Tan-y-Gaer has responsibility for the operations and academic attainment and development of pupils.  
Our education provision aligns with the Welsh Government's guidance, ensuring that we meet regulatory requirements and uphold the highest standards of care and education for young people.
- 10.2** Ysgol Tan y Gaer is dedicated to providing a nurturing and supportive educational environment for young people in our care. Our education provision is designed to meet the diverse needs of our students, ensuring their holistic development and well-being.
- 10.3** Ysgol Tan y Gaer is a unique setting dedicated to fostering growth and empowerment among children and young people. We firmly believe that every individual, regardless of their circumstances, deserves an extraordinary education.  
  
Our core mission is to equip young minds with the necessary skills to embrace learning and have a life filled with purpose. At Tan y Gaer we offer our children the opportunity to start again and to commence a new journey. Our curriculum reflects a wealth of enriching subjects that will engage children and young people, offering a wide range of skills that may ignite a spark of interest that could lead to a new passion and open career options.  
  
We aim to re-write the negative aspects of previous school experience, by offering a safe and secure environment to reignite a passion for learning and a drive to succeed. Our children and young people will be supported academically to bridge gaps in their knowledge. We are a setting where the academic and therapeutic approach are inextricably linked, and Health and Wellbeing is the bedrock of our curriculum. Staff explore what works best for every young person so we can offer a bespoke and flexible timetable for all. We believe that everyone wants to succeed; we will give them the space, time and guidance they will need to do so.
- 10.4** Mission Statement: Our mission, is to ensure that every young person can lead a life worth living by providing transformative experiences, where everyone has the opportunity to **'Belong, Learn and Grow.'**

We take a holistic approach to our work with children and focus on the overall development of our students, emphasising academic achievement, personal growth and emotional well-being.

We adopt an Individualised Support approach, recognising the unique needs of each student, we tailor our educational programs to provide personalised learning experiences that foster growth and resilience.

- 10.5** We offer a variety of enrichment activities, including sports, arts and community partnerships, to enhance learning and personal development.

We are advocates for actively collaborating with local organisations and stakeholders to create a sense of belonging and support among all members of our school community. Engagement and learning are achieved by teaching holistically, rather than planning a sequence of knowledge and skills over time. This will give the opportunity to learn about and experience wider areas of the curriculum including elements of Health and Wellbeing and Expressive Arts.

- 10.6** We provide a Safe and Inclusive environment for all learners and are committed to providing a place where relationships are the cornerstone, and every student feels valued and supported.

- 10.7** Our staff team comprises dedicated professionals committed to creating a caring, welcoming, and supportive environment for all students. The Head of Education has decades of experience within a headship role, and he has developed and grown, a team of teaching staff who flex their delivery, to ensure they reach all students at whichever developmental stage they are at.

- 10.8** Opportunity is given to access qualifications recognised on the National Qualifications Framework from entry level to GCSEs. Close links are maintained with other educational providers and colleges to facilitate additional qualifications. We also acknowledge how important it is that young people learn to achieve socially and that such achievement is recognised.

- 10.9** Assessment is a continuous part of the design and planning process. We use assessment before, during and after learning to ensure our young people are making progress. It is likely that many of our children and young people will make very small steps of progression.

We use a pupil-centred approach to assessment ensuring that the child is at the centre of everything we do.

Evidence towards assessment is captured primarily through Evidence for Learning (E4L) software. The evidence includes photographs, video, written observation, and indicators of change. Evidence is directly linked to personal learning goals. Every young person has a file on Evidence for Learning where evidence of progress including baseline assessments are logged on their learning journey.

Progress is monitored by our Raising Standards Team who meet weekly to discuss individual pupil progress, any pupils highlighted as not on track may then be targeted for additional support. Staff have daily briefing and debriefs where we discuss barriers to learning and progress.

- 10.10** All our children and young people work towards various rewards and incentives such as trips and awards, using a system that is based around our guiding principles. We then use our 'Kindness Currency.' This system recognises the values of kindness and promotes paying it forward. Positives are logged and shared with the pupils 1:1 so there is a chance for discussion and reflection.

**10.11** We believe that the academic and therapeutic approach are inextricably linked, and we offer a holistic approach to education that supports the overall well-being of young people that have experienced significant trauma. Our children arrive with us having missed a significant amount of education. We have a therapeutic environment with the well-being at the core of all we do. A therapeutic approach is taken across the organisation. We have a team of full-time therapists who offer one-to-one sessions with our children. The approach focuses on the individual as a whole, considering mental, physical and emotional needs and self-expression. It encourages them to think about their feelings and take responsibility for their thoughts and actions. The emphasis is on self-development and achieving potential rather than on problematic behaviour. No two people are the same and no two sessions are the same - they might involve an activity, a game, or something creative; we might walk around the local area and spend time in the outdoors. The aim is to create a safe and trusting space where the team are able to identify and explore concerns, interests and strengths and to develop self-awareness and resilience.

**10.12** Equally, we currently support a small number of residential children who attend mainstream / college / alternative specialist provisions elsewhere. We promote a culture of working alongside all professionals in ensuring that we nurture the educational attainment for our residents.

**10.13** Quality assurance of the school is provided from two aspects externally.

- The Registered person visits the school once a term (5 times a year) to complete an audit. This process is assessed against the ESTYN inspection requirements and each visit has a focus area.
- Additional to this, the school commissions the external services of an independent quality assurance officer. This role is to ensure there is a transparent review of the service delivery and that there are tangible action plans for improvement. The appointed external QA officer has experience of being an Executive Headteacher as well as holding a role supporting Local Authority and advising on academic provision nationally.

The QA officer visits the school three times a year and meets with the Head of Education and Registered Person to report on findings. The QA advisor allows acts as an advisor to the board of directors, representing from an educational aspect.

## **Arrangements to Promote Hobbies, Recreational and Cultural Activities**

**11.1** Ty Felin values all recreation and sport as a way of helping to develop the young person's outlook on life and to give them a variety of social options for a fulfilled life. Young people are encouraged and given age-appropriate opportunities, to take part in activities and leisure interests which take account of their race, culture, language, religion, interest, abilities and disabilities. We promote and support a young person in any sport or hobby in which they show a keen interest, after any appropriate risk assessment has been undertaken. These may include things like visits to swimming baths, drama groups, gym, bowling alleys, cinemas, dry ski slopes, museums, camping, cycling etc.

**11.2** The home also encourages young people to develop the ability to manage their independent time productively (where applicable). This may consist of relaxing within the home or local community.

- 11.3** We recognise that participation in appropriate physical recreational, sporting and cultural activities are a positive medium for the development of self-esteem, self-determination and self-worth. They can be a positive tool to aid with the engagement for young people between the staff and peers of Ty Felin and with the wider local community. Young people are encouraged to take an active role in the planning of both individual and group activities. Staff will actively encourage young people to talk about, learn and gain from their experiences.
- 11.4** In the provision of recreational pursuits, staff and the young people will consider the safety of the activity at all times. A recorded risk assessment of all activities is held within the home. The ethos of the home focuses on the young people recognising and taking appropriate risk as part of their development. As a result, there is a requirement that young people be actively involved in this process.
- 11.5** Consideration is given to the individual circumstances of young people in watching films and television, in using computer games and accessing the Internet. Videos, games consoles and computer games may be watched / played only by young people of the intended age range. Access to all such media may be monitored to ensure the safety and appropriateness of the content.
- 11.6** Birthdays, name days, cultural and religious festivals are celebrated where appropriate and young people participate with family, peers and staff in planning these events together.
- 11.7** Leisure activities and areas in which a young person has or is able to develop talents or abilities are considered within the young person's Personal Plan and, where applicable at Care Planning Meetings and Reviews. It is important to promote a balanced lifestyle in relation to recreational pursuits.
- 11.8** Appropriate research will be conducted by the young person and staff in regards the promotion of ethnic or cultural groups within the local community. This will ensure, as much as is reasonably possible, that appropriate opportunities, forums, advice, guidance and support is available.
- 11.9** We also make use of the excellent facilities in the surrounding area and give ample staff time and financial backing into encouraging participation in local pursuits. All activities and holidays are considered in relation to the needs of the individual.
- 11.10** In reference to young people living within the home who also attend the organisation's school, efforts will be made to ensure that the positive relationships these young people have with fellow class peers are maintained. This will consist of establishing clubs and organising group activities and events with their peers (who may reside at Bryn Tirion Hall Care Home). The staff will consult with the BTH home staff and nurture and support these relationships as part of a healthy upbringing.

### **Arrangements for Young People's Religious Instruction and Observance**

- 12.1** Ty Felin will actively support young people in receiving religious instruction where requested and ensure that opportunities are provided to support observance of their religion. Young people are encouraged to follow the particular requirements (such as dress, diet and prayer) that are part of their cultural needs.

- 12.2** Staff will support a young person in attending a place of worship, whether locally or in a neighbouring community. Where appropriate they will encourage the celebration of birthdays, name days, cultural and religious festivals, and the participation in customs, ensuring the involvement of the young person in the planning of these events. Appropriate literature and materials will be made available.
- 12.3** Subject to consultation with the young person, the placing authority and the family, arrangements can be made to seek an independent visitor to assist with religious instruction or maintain a positive identity to their chosen religion. Specialist advice will be sought where there is a need, in relation to a young person's cultural, religious or language needs.

### **Arrangements for Consultation with Young Persons in Relation to the Home**

- 13.1** We operate an inclusive environment where the views of the young people in our care are paramount in our decision-making processes on all levels. Young people are actively encouraged and supported to influence their care and the way their home is run. No young person is assumed to be unable to communicate their views. The home holds Bi-annual Young Persons Consultative Forums, where child representatives from the home meet with managers to discuss matters.
- 13.2** Individual Key Working meetings, with an open agenda, are held once a month. The basis of these forums is to encourage young people to review their experiences. Issues around bullying and our policy in this regard, holidays, routines, finance and menus are typical agenda items. These meetings are recorded and copies distributed to the young person, in an appropriate format and if requested the relevant professionals involved in their lives. This does not negate the opportunity for an individual to discuss personal concerns with staff members. Indeed, Key Working sessions also enable young people to discuss their problems individually.
- 13.3** Keyworkers spend individual time with young people to facilitate a range of actions. Within this, careful consideration is given to ensuring that each individual young person is able to discuss the arrangements for their care and (where applicable) independence.
- 13.4** Ty Felin adopts an 'Open Door' policy in relation to discussing feelings and concerns with all members of staff and young people. The Care Leadership Team encourage and promote open forms of communication at all times and enable individuals to discuss matters freely with a person of their choice.
- 13.5** There is a comprehensive policy relating to the Complaints Procedure for young people within the home. This is clearly explained and details documented within the young person's guide, to ensure all individuals are aware of their rights and responsibilities. All complaints are received without prejudice.
- 13.6** The home ensures full consultation with all individuals who are connected with the home. This is done intermittently throughout the year via anonymous questionnaires & feedback forums. This covers, receiving information regarding opinions & views of all aspects of the home.
- 13.7** Monthly 'House meetings' are an excellent example of how information about all aspects of the young people's lives is received and shared. These meetings are

scheduled monthly, and the meeting group is formed of young people and staff who establish a two-way discussion about all matters relating to the lives and environment of the young people in the home. It is an opportunity for all parties to discuss and evoke change where applicable.

- 13.8** The home has a facility for young people to consult directly and confidentially with the Care Leadership Team about any matter that may be concerning them. The home has a lockable 'Suggestions Box' which is located in the entrance hallway, whereby the young people can write to the managers and advise them of information they wish to share in a private and secure manner. The managers access the suggestions box on a daily basis (weekdays), thus enabling a prompt response to any issues raised. The young people are made aware of this process and the manner in which it can be used. This is a direct communication line to the managers of the home and the facility cannot be accessed by other staff members.
- 13.9** The home is committed to ensuring that young people are fully embedded into the Anti-Bully ethos & contribute to the reviewing of policy & implementing of procedures in their daily lives.

### **Arrangements for Contact between a Young Person their Parents/Carers, Relatives and Friends**

- 14.1** Ty Felin is committed to ensuring that young people are provided with support and opportunities to maintain positive contact with their families, friends and other people who play a significant role in their lives. All young people, along with their family and friends' network, are encouraged to agree a plan of contact within the Personal Plan. By prior arrangement with the staff, visitors are welcome at all reasonable times during the day and evening, but not when young people should be attending education or other significant appointments.
- 14.2** Ty Felin will ensure that the young person is provided with practical support to enable such contact to take place. This can incorporate contact by letter and telephone, face to face contact or third-party contact via an intermediary. The home will facilitate, and host contact and we aim to ensure that we provide a welcoming, comfortable and positive environment for such contact to take place. If privacy is required then this can be provided in the home, subject to any guidance or restrictions identified in the Risk Assessment / Personal Plan. The home is willing to assist with contact off site, including contact in the young person's home area where applicable. Supervision can be provided if requested. If supervision is required, then this can be provided by staff in the home as deemed appropriate.
- 14.3** A court may order specific contact conditions, including no direct contact, or that contact must be supervised (usually under Section 34 of the Children Act 1989 or within criminal case matters). In this case, all orders will be followed. Private facilities can be made flexibly available for each young person to maintain contact.
- 14.4** All aspects of contact will be agreed and confirmed through discussion with the young person, their placing authority and the home.
- 14.5** All visits to the home are recorded in line with regulation.

## **Medication Administration**

- 15.1** Staff will support the administration of medication that is required by a condition for which a doctor's prescription has been sought and prior consent being given by parents / Local Authority. A competent, designated member of staff will only conduct this.
- All prescriptions administered according to doctors' advice are recorded in the dedicated medication logs.
  - Low-level (homely) remedies may be administered but also recorded in the log.
  - No medication may be used without prior consultation of the log.
- 15.2** In the case where the home is promoting independence for identified young people, self-administration of medication will be utilised where appropriate. This will be agreed in conjunction with all parties and the relevant documentation to support. The young people will be provided with a suitable storage facility for such medications.
- 15.3** The home will ensure that all medication is safely secured and monitored in line with regulations, policy and procedure.

## **Behavioural Support**

- 16.1** All behaviour has a function and is a communication that should be respected as such. Young people need adults who can be thoughtful about their presented behaviours and promote a level of understanding, together with a discussion of the impact their behaviour has on themselves and others, whilst working within an environment with clear boundaries and expectations. We offer an environment that allows new behaviour patterns to emerge, to rehearse and reinforce positive constructive behaviour.
- 16.2** At Ty Felin we believe that positive attitudes and behaviours are developed through the use of understanding and appropriate responses, in the form of incentives, praise and encouragement and the recognition of good behaviour. We ensure that all the young people and the adults who care for them are involved as to what constitutes appropriate behaviour and how we as a group should respond to incidents of poor behaviour.
- 16.3** An effective incentive tool is an important approach to supporting young people in developing appropriate behaviour patterns and self-management. At Ty Felin we have a number of different incentives that are used to praise and celebrate good work, effort and positive behaviours. Sanctions are applied in a consistent fashion and records are kept of all sanctions implemented.
- 16.4** In order to maintain a safe living environment, we recognise that there may be times when the use of physical intervention is necessary in order to keep staff, young people and others safe and free from harm. All members of staff are trained in the safe use of **+ProActive Approach** approved techniques. The organisation has six of its own fully qualified +ProActive Approach instructors, who deliver extensive training at point of induction and refresher training to all staff annually. A significant part of the training is focused on the de-escalation /

diffusion of incidents and the law in relation to the use of physical intervention.

### **16.5 Use of Appropriate Consequences**

Consequences are used as part of a process, to promote a sense of reparation or restitution, the idea that mistakes can be repaired or 'made better'. The most significant consequence available to staff is our ability, within the context of a strong and meaningful relationship, to express our disapproval of unwanted behaviours and attitudes. However, given the trauma and attachment histories of young people in our care and their need to test out relationships and boundaries as part of their adolescent development, we expect that there will be occasions where more tangible consequences are needed to reinforce appropriate behaviour and personal responsibility. When this is the case, the consequence must be appropriate to the young person and their level of understanding and where possible form a part of their Individual Support Plan. A full list of the homes approved, and non-approved consequences are documented within the behaviour support policy.

### **16.6 Use of Physical Intervention**

Physical Intervention is only used as a last resort, where there is a clear and identified risk of significant harm to a young person, staff member or other persons, or where there is a risk of significant damage to property with the consequence of harm.

Any physical intervention must be a proportionate response to the risk, use the minimum required force and be for the minimum duration of time. All incidents of physical intervention are fully recorded and investigated. A reflection review takes place with the young person involved as part of this investigation. Any available CCTV footage is reviewed and recommendations made accordingly.

The "Behaviour Support & Physical Intervention" policy is given to each member of staff as part of their induction package and copies are held in the Shift Leaders office and on the organisations intranet.

### **16.7 Non-permissible disciplinary methods**

In accordance with the ***The Regulated Services (Wales) Regulations 2017***. None of the disciplinary measures prohibited under Regulation 30 (Prohibition of the use of corporal punishment) are permitted within Ty Felin. Additional regard is kept in respect of Regulation 29 (The appropriate use of control and restraint and no young person is permitted to be subject to corporal punishment, deprived of food or drink, have restrictions placed on appropriate access to family, the wearing of distinctive clothing, physical restrictions imposed by the environment, deprivation of sleep or intimate physical searches.

### **16.8 Electronic Surveillance**

The young people's bedroom doors are alarmed at night. Young people have access to their own individual bedrooms with keys for personal security. Staff sleeping in have an alarm panel alerting them to any movement within the home at night.

This measure is reviewed periodically with all relevant parties to ensure that an individualised approach is taken in respect of each young person and to ensure an appropriate level of care and support is in place.

**16.9** Throughout the public area of the premises there are CCTV surveillance and digital non-tape-recording systems for corridors, landings and external areas. They exist for the protection of young people and staff and are designed not to interfere with any individual's right to privacy. All recordings and access to them are held in line with Home Office regulations. Where appropriate, the CCTV footage is used as part of any investigation including the review of any physical intervention. Camera surveillance is only permitted within the communal areas of the home.

#### **16.10 Monitoring of Records of Physical Intervention and Consequences**

All incidents, physical interventions and consequences are monitored on a monthly basis by the Care Leadership team. These monitoring systems are used to identify any patterns in incidents that would require a review of the homes' procedures, young persons' personal plan, young person's risk management form and individual support plan, or any other action to be taken. Comments will be made on the appropriateness of individuals using physical intervention / Consequences and any subsequent action taken will be noted and signatures / dates against each entry will be made to confirm monitoring has taken place.

### **Complaints Procedure**

- 17.1** All young people in residence are informed on how to make a complaint. This is clearly stated in the young person's guide that is given to the individual upon admission. The Keyworker, as a matter of policy will have drawn it to their attention on their arrival to the home. This also applies to the 'list of right's', which we give in the young person's guide. This helps to formulate in the young persons' mind when they feel they have legitimate grounds for complaint.
- 17.2** All issues arising as a result of a complaint will be addressed seriously and promptly with the complainant fully apprised of progress. A record of these complaints and their outcomes will be held by the Care Home Manager within the home.
- 17.3** The staff team, during their induction period, are made aware of the policy and procedures to make a complaint. Ty Felin also has a full staff disciplinary procedure in place. This can be found in the Employee Handbook and clearly demonstrates the process.
- 17.4** There will be a regular review into complaints records, to ensure satisfactory compliance.
- 17.5** There is also an external complaints procedure which is detailed on the homes complaints policy folder. A hard copy can be found within the home as well as an electronic version on the organisation's intranet and website.
- 17.6** The home has installed a 'Suggestions Box' which is located in the entrance hallway to the home. The purpose of the box is to promote young people's communication with the Care Leadership Team and to demonstrate the transparent process for young people to advise the managers of the home of concerns, wishes, opinions and thoughts they may have in regards any aspect of their care and life. The suggestions box is a secure facility which is only accessed by the Care Leadership Team and responses given within the correct timeframes.

## **Reviews**

- 18.1** Ty Felin has set procedures for the holding of reviews. Normally they will be held every three months and at no more than six monthly intervals. The aim of the statutory review is to ascertain the continuing viability and suitability of the placement and to discuss the implementation of new strategies with the knowledge and agreement of all concerned parties, particularly the young person involved. All subsequent outcomes as a result of a review, will be implemented within the home and by the staff, within agreed timescales.
- 18.2** Ty Felin will facilitate all review meetings as a matter of course and ensure the young person is at the forefront of all meetings relating to their care and development. They will be fully supported in attending and having their thoughts and wishes promoted.
- 18.3** The home will ensure it has a copy of the young person's statutory review minutes, held in their individual case files. These are also made available to the young person.
- 18.4** All aspects of the young person's life are reviewed at these forums and the intention to have representation from all professionals involved with the child.

## **Communication**

- 19.1** The home is committed to ensuring that there is a proactive approach in regards the language needs of the young people and this is identified and forms an integral part of the quality of care within the provision. As such the home provides a child centred approach to encouraging the use of the Welsh language. There is an understanding within the home that young people will not have to request a preferred channel of communication and that it will be offered as standard, to ensure the individual is at the core of services.
- 19.2** All the young people at Ty Felin attend a house meeting on a monthly basis and are afforded the chance, as a group, to contribute too many areas of the home. Issues around bullying and our policy in regards this, holidays, routines, finance, and menus are typical agenda items. These meetings are recorded and minutes distributed to all in attendance in a format that is understandable.
- 19.3** This does not negate the opportunity for an individual to discuss personal concerns with staff members. Key Working sessions also enable young people to discuss their problems individually.
- 19.4** In accordance with regulation the home will support monthly staff meetings to ensure all staff are fully informed of current working practice, changes in legislation and changes in personal planning for the young people. A copy of all minutes is accessible to staff.
- 19.5** The home promotes positive and effective communication with all professionals and agencies, who are integral to the care and development of the young people accommodated within the home. This multi-agency work approach is essential to the successful support of the young person.
- 19.6** The organisation has a comprehensive, effective, and secure communication network system, which consists of telephones, intranet and shared computer drives, which are accessible by authorised personnel only. These systems have proved invaluable in maintaining excellent communication between individuals.
- 19.7** See also the 'Suggestions Box' system (17.6).

## **Arrangements When Young People Go Missing**

- 20.1** The vulnerability and risks displayed to themselves and others by the young people in our care, means that any unauthorised absence of an individual is taken very seriously. Any unauthorised absence from the home or from an activity away from the home, will be treated as absconding and the police and placing authority will be informed once all efforts have been exhausted in immediately locating the young person. Parents and significant others will be informed only after consultation with the placing authority.
- 20.2** The reasons for a young persons unauthorised absence are varied and complex and should not be viewed in isolation from their home circumstances, their trauma history or from their experience of care. Every unauthorised absence should therefore be given proper attention from staff. It is important that all professionals dealing with the unauthorised absence of a young person should collaborate to give a consistent and coherent response, despite any differentiations across borders.
- 20.3** When a young person is considered likely to go missing the Care Home Manager will, after consultation with other professionals, agree procedures to reduce the likelihood of this happening. This will be recorded on the young person's Risk Management Form and in the Risk Assessment / Personal Plan.
- 20.4** All unauthorised absences from the home are recorded on the organisations Incident and Significant Event form. This details the actions of the staff, circumstances of the young person and all communication between the home and all authorised personnel in conjunction with the young person. This is in accordance with the Wales Safeguarding Procedures 2019. Additional to the internal support mechanism for the young person, there has been a significant relationship established between the service and the local Wrexham and Flintshire police force.
- 20.5** The home will also maintain communication with all schools and colleges attended by the young people, in order to monitor attendance.

## **Safeguarding Procedures**

- 21.1** Ty Felin fully recognises its responsibilities for safeguarding the young people in our care. All staff at Ty Felin will be made aware of the homes' safeguarding policy and receive regular safeguarding training and updates during their employment, to ensure their full understanding and responsibility within the process. The policy is written in line with the "Wales Safeguarding Procedures 2019", which sets out common standards for all of Wales to guide work in child protection, to make clear how agencies should work together, and to ensure that practice is consistent and of a high quality. We are committed to the safety of the young people we have in our care and to fully co-operate with other agencies in the interests of safeguarding young people.

We are committed to the safety of the young people we have in our care and to fully co-operate with other agencies in the interests of safeguarding young people. Additionally, Regulations 26 – 31 within **The Regulated Services (Wales) Regulations 2017 - Part 8 - Requirements on service providers – Safeguarding**, ensures that the service captures the requirements laid out in statute and works in accordance with this requirement.

- 21.2** All staff within the provision have received training in Safeguarding in accordance with their responsibility and Senior designated safeguarding officers have received extensive training to ensure that they are appropriately informed in their decision making and action planning for young people.
- 21.3** The home has a comprehensive safeguarding policy which details the systems within the home and intent of promoting the safety and wellbeing of all young people. This is in accordance with current legislative requirements. Within this policy there is clear guidance for dealing with disclosures or suspicions of abuse and the correct process for referring such incidents to the relevant authorities. A hard copy is maintained within the home and can also be located on the organisations intranet system. The Care Home Manager reviews this annually.
- 21.4** The home ensures that the staff team are abreast with changes in safeguarding legislation and have accessibility to the updated safeguarding policy at all times. There are clear avenues to ensure that reportable incidents are dealt with promptly and competently and that staff are fully supported when raising concerns. This information is held within the homes whistleblowing policy.
- 21.5** The home has a Deprivation of Liberty Policy in place.
- 21.6** The designated Safeguarding Officers for Ty Felin are:
- **Guy Bingham – Service Manager**
  - **Graham Brown - Assistant Manager**

## **Fire Procedures**

- 22.1** At Ty Felin, we have robust systems in place in the event of a fire and there is clear guidance for staff and young people should they be required to evacuate the building. This information is held within the Health and Safety policy.
- 22.2** Such guidance will assist the staff and ensure all young people are adequately safeguarded in the event of an emergency within the home.
- 22.3** As part of the induction process, all staff are given the relevant information regarding fire procedures.
- 22.4** Senior designated Managers of the home have received additional Fire Marshall training.
- 22.5** The home has a comprehensive Fire Policy and Evacuation Procedure, which all staff are made aware of and requested to read during their induction process.
- 22.6** At Ty Felin we carry out fire drills at least four times a year, which involve full evacuation from the building. These drills simulate conditions where an escape route is blocked. There is intention to conduct these drills at different points of the day / night.
- 22.7** All fire drills are documented to include the date of the exercise, the duration of the evacuation, the name of the persons involved in the evacuation and if there were any problems identified and the proposals to rectify them for the future.
- 22.8** We also hold interim fire evacuation drills within the first week of a new young person's admission into the home.

- 22.9** Weekly tests of the fire points are also carried out, to ensure all call points are in sound working order.
- 22.10** There is an annual Fire Audit and visit completed for the home. This is conducted by a commissioned, reputable expert and centralised by the site Manager of the service.

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