



**CORNWALL  
COUNCIL**  
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Together   
for Families

# Pathways children's home

Statement of Purpose

April 2020



[www.cornwall.gov.uk/togetherforfamilies](http://www.cornwall.gov.uk/togetherforfamilies)

# Statement of Purpose for 'Pathways' a local authority registered children's home

Registered Number: SC361789

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Pathways is registered and inspected by Ofsted. If you wish to contact them you can do so in the following ways:

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

t: 0300 123 1231

Or by post to:

**Ofsted**  
**Piccadilly Gate**  
**Store Street**  
**Manchester**  
**M1 2WD**

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## The Registered Manager:

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t: 01726 815964

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## The Responsible Person:

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t: 01208 265731

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## Local Authority:

**Cornwall Council**

Treyew Road, Truro, TR1 3AY

e: [togetherforfamilies@cornwall.gov.uk](mailto:togetherforfamilies@cornwall.gov.uk)

t: 0300 1234 101

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## Children's Compliments, Complaints and Comments:

### Social Worker:

t: 0300 1234 101

### Children's Rights Director:

t: 0800 5280 731

### Barnardo's Advocacy:

e: [civas@barnardos.org.uk](mailto:civas@barnardos.org.uk)

t: 01566 86873 / 01736 361868

Office 2, Trereife Business Park  
Penzance, Cornwall TR20 8TB

### Volunteer Cornwall:

e: [mid@volunteercornwall.org.uk](mailto:mid@volunteercornwall.org.uk)

t: 01872 265305

Acorn House, Heron Way, Newham,  
Truro, Cornwall TR1 2XN

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## Parent/Carers:

You can contact the complaint's  
manager as follows:

e: [tfffeedback@cornwall.gov.uk](mailto:tfffeedback@cornwall.gov.uk)

t: 01872 323164

Or by post to:

**Complaints Manager**

**FREEPOST**

**RRZJ-EUSJ-EGKL**

**Together for Families Complaints**

**Cornwall Council**

**County Hall**

**Truro**

**TR1 3AY**

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# Quality and purpose of care

1. Statement of the range of needs of the children and young people for whom Pathways is intended to provide care.



## Pathways' Ethos

Pathways believes that children deserve to be loved, cared for, listened to, offered choices, given opportunities to develop and encouraged to be the best they can be.

This belief is underpinned by theoretical principles derived from:

- Maslow's hierarchy of need
- Bowlby's theories of attachment
- Dan Hughes, PACE
- Psychoanalytic child development theories including psychosocial development, cognitive development, behavioural child development, psycho-sexual development and social learning theory in addition to socio-cultural theory
- Pro-social development

All children are valued as 'children first' and staff at Pathways encourage the development of the 'whole child' with an aim to maximise individual potential.

“ Our commitment is to deliver a service that we and those we serve can be proud of, which promotes positive outcomes for vulnerable children and which reduces the risk of harm ”

2. Pathways ethos, outcomes the home seeks to achieve and approaches to achieving them.

Pathways' aims and outcomes for children

- To place the child at the heart of everything we do
- To provide a nurturing environment where all children are valued and respected
- Ensure the young person is listened to and supported to express their views, opinions, wishes and be supported to be included in decision making
- To support and encourage the child according to their individual assessment and cultural needs, respecting faith, religious and linguistic preferences
- To provide opportunities for young people to participate in a wide variety of experiences and celebrate their achievements
- To provide a welcoming, homely, safe and secure environment that meets the needs of the young people

- To be transparent in our practice and work closely with all stakeholders to ensure all care plans are outcome and child focussed
- To embrace the importance of family involvement
- To listen to feedback, compliments and complaints and take responsibility for taking actions to put things right

To achieve these aims Pathways' team work closely with and encourage active involvement of the child, parents/carers, other stakeholders and professionals from multi agency teams to enable the individual needs of the child to be met effectively, promoting positive outcomes and the child's development and progress.

Each child is regarded as unique and as such any models of working are agreed collaboratively by those involved in the child's care, as appropriate to meet the needs of the child and support them to make progress.

Each young person will have an individually tailored Care Plan linking to a Target and Action Plan to support staff to help each young person achieve their maximum potential whilst living at Pathways.

### 3 Pathways accommodation.

#### 3a. Adaptations to meet the needs of the children and young people accommodated by Pathways.

Pathways, is a county wide service, offering personalised care and support to children and young people with emotional and/or behavioural difficulties, or a diagnosed disability. This may include: long term residential care and/or crisis and assessment support. Pathways provides a range of services as outlined in our aims above (Section 2).

Pathways has been designed for accessibility for those individuals with mobility needs and offers visitor parking adjacent to the building and further parking within walking distance.



#### 3b. The age range, number and sex of children Pathways is intended to provide a service to.

Pathways is registered to provide care and accommodation for up to 4 children, however, the number of children accommodated will be variable and influenced by factors such as compatibility, resources, access to education, location and accessibility to family and always evidence based on what is best for the child and children already resident in the home.

Children offered a service by Pathways will be aged between 5 and 17 years, and will have an assessment of need completed by a social worker. Children can be of any gender as they will be offered individual rooms.

#### 3c. The type of accommodation Pathways offers.

The home is configured in a T-shape, with a large communal area in the centre of the home. Leading off this area is a sensory room where children can relax and enjoy participating in sensory activities. There is an operational hub consisting of a reception area, accessible toilet, reception office, main office and staff changing room, adjacent shower and toilet and a medication room.

One area of the home offers a large open corridor with comfy seating and doors leading to a bright and airy lounge/dining area, tastefully furnished to provide a homely feel. The 2 spacious bedrooms have a handbasin and are able to be personalised according to each child's specific tastes and needs. The small kitchen has a cooker, microwave, fridge, freezer, washer/dryer and sink unit and is equipped so children can develop their independence skills and make their own meals, snacks and drinks.

The refurbished bathroom has a walk in shower and a jacuzzi bath and there is a hand basin and toilet.

In addition, there is an office, and additional room which can be used for leisure activities. There is a separate toilet and hand basin in this part of the home

Another area of the home consists of a bright airy lounge/dining room, a separate toilet and refurbished bathroom with a walk in shower, bath and toilet. There are 3 spacious bedrooms. The main kitchen is situated in this area too.

The last area of the home has one child's bedroom and a sleeping in room. Bedrooms are personalised and reflect individual children's likes and dislikes, both in decoration and furniture. The area has a separate lounge, and dining room and the bathroom has an accessible bath and toilet.

There is a separate toilet with hand basin. There is also a small staff office area and a laundry room housing an industrial washer and tumble drier.

The main kitchen is fully equipped and has a separate access area for deliveries. Adjacent to this is a corridor area with storage and recycling facilities.

Some rooms in Pathways, when not in use for their original purpose are configured to meet the needs of the children in residence at the time and may be used as quiet areas, music rooms and resource rooms.

Two of the lounges in the home open onto an enclosed outside play area with a colourful specialist play surface, and to the front of the home there is access to a shared adventure playground.

The home has access to two vehicles, so children can access local community facilities, attend school, health appointments and visit friends and family.

To ensure the safety of all children, staff and visitors, a thorough Fire Risk Assessment is conducted and reviewed annually by the manager/site supervisor. The home is equipped with an operational fire alarm system and fire fighting equipment is strategically placed throughout the building. Smoke and heat detectors are installed where appropriate and the building has approved fire doors in key areas and horizontal evacuation can occur at times of reduced staffing.

All systems and equipment are regularly inspected and serviced annually by an external contractor. Portable appliances are tested annually and staff conduct daily visual fire safety checks.

All alarm safety systems are tested weekly and any defects reported and rectified swiftly. Emergency lighting is situated throughout the home as well as fire alarm panels and door release systems. Fire evacuation procedures (please see Appendix 2) are clearly displayed and records are kept of all persons who visit or work in the home.

## 4. The location of Pathways.

Pathways is a single storey, purpose built home, in St Blazey, near St Austell in Cornwall. It is situated in close proximity to Doubletrees Special School, and Tresor Short break home and there is easy access to public transport systems and local shops and community resources. A Locality Risk Assessment is in place and reviewed annually. For more information, please refer to Appendix 1 – Pathways, Locality Risk Assessment.





## 5. Arrangements for supporting the cultural, linguistic and religious needs of the children and young people.

Pathways' work is guided by:

- United Nations Convention on the Rights of the Child 1989 (particularly Article 6: Survival and development and Article 12: Respect for the views of the child)
- Human Rights Act 1998 (particularly Article 8: Right to respect for private and family life and Article 14: Prohibition of discrimination)
- Cornwall Council 'Cultural Capability in Cornwall' guidance
- The Equality Act 2010
- The Disability Discrimination Act 2005

Every attempt will be made to respect ethnicity and cultural diversity and no child will be discriminated against as a result of their unique background, religion, spoken language or chosen cultural heritage. Staff will assist children to obtain language support where and when required. In addition, the Pathways team confidently use alternative communication systems to promote meaningful conversations and interaction.

Children will be supported to practise their chosen religion and attend places of worship if they choose to do so. All children will have an opportunity to participate in traditions and festive celebrations but Pathways will respect individual choice not to do so.

Pathways encourage children to make links with their local community and offer opportunities to explore the Cornish culture whilst respecting and promoting the individual background of each young person and their family.

If children come into the home and English is not their first language, every effort will be made to provide communication support for both staff, the child and their family. Our approach to valuing diversity and the uniqueness of each child is to listen to the child however they communicate, and build on their history and current presentation to ensure all needs are met.

## 6. Pathways arrangements for dealing with complaints.

Please talk to us about your concerns and we will do everything we can to ensure you feel listened to and supported.

Children have an allocated Keyworker and it is hoped that a good relationship with the keyworker and an understanding of the child's needs will enable most complaints to be resolved through open two-way communication.

If the child thinks that they are not being listened to, they can talk to a parent, independent visitor, advocate, social worker or alternatively contact Childline, OFSTED or the children's rights advocate (previously known as independent reviewing officer).

We recognise that young people who live in the home may be non-verbal and be unable to voice a complaint or understand corporate complaints procedures. Pathways use active listening techniques and are creative in how they listen to children's views, record, and act on them. Our belief is that every child has a voice, and a right to be heard. We have a 'We are Listening' format, we record through observation and use data collection and analysis to help us 'hear' the child's voice.

We encourage parents/carers to be fully involved in nurturing and caring for their child and support them to advocate for their child. Social workers and the wider multi-agency team also take on a role in advocating for the young person and we support the involvement of independent advocacy and independent visitors.

There are systems in place to receive regular feedback from all stakeholders and use this to shape and develop the running of the home. We promote an open culture and our aim is to use feedback and see it as an opportunity for development. All complaints are recorded and actioned following Cornwall Council's Complaints, Compliments and Comments Policy – Appendix 10, 23.01.13.



## 7. Accessing Pathways child protection and behaviour management policies.

Pathways is compliant with Cornwall and the Isles of Scilly Safeguarding Children Partnership Guidance and Procedures and Working Together to Safeguard Children 2018. All available policies are available within the home. – please see Appendix 4. All mentioned policies are available by request from the home or through relevant internet links.

Safeguarding begins at the recruitment stage when we ensure that all potential employees are suitably qualified and experienced to work in the home. Background and reference checks, as well as Disclosure and Barring Service checks are also conducted.

A thorough induction process ensures staff are clear in regard to their responsibilities towards the children and the home's approach is:

- Child focused and aiming to continuously improve and develop
- Rooted in child development
- Supports the achievement of best possible outcomes for children
- Builds on strengths as well as identifying and addressing difficulties
- Ensures equality of opportunity
- Actively involves children and families
- Is multi-agency in approach
- Is informed by evidence

Staff receive in-house safeguarding training and are clear about the definitions of abuse, identifying signs and symptoms of abuse and how to safeguard young people as well as who to contact and when, recording and whistle-blowing. Safeguarding training modules are also offered through e-learning, certified college courses, Family Action Training and Consultancy services, and external provider training as available. Staff in the home follow the Signs of Safety approach which is reflected in the Child Plan. Staff also access specialist modules around child development and the impact of abuse and neglect to promote understanding and direct work with the most complex children and families. Specialist training is offered to staff to



support understanding of CSE and CSA and the management of risk in these areas. The home is supported by the CAMHS LD team, specialist child in care nurse, paediatric consultant and a psychologist to facilitate the development of plans that encompass all areas of safeguarding.

Occasionally situations arise when one agency feels that the decision made by a worker from another agency on a child protection or child in need case is not a safe decision. Staff follow the South West Child Protection and Safeguarding Procedures Escalation Policy (please see Appendix 3).

Cornwall Council is a member of Cornwall and Isles of Scilly Safeguarding Children's Partnership, and therefore subscribes to the South West Safeguarding and Child Protection Procedures ([www.swcpp.org.uk](http://www.swcpp.org.uk))

### **Bullying**

Pathways does not accept any form of bullying or discrimination. Staff remain vigilant to the likelihood of any incident occurring between children, but should bullying occur in groups of children with inability to understand their actions, then staff will consult with the relevant professionals.

Staff are expected to work in a way that would not cause a child to feel intimidated, bullied, discriminated against or harassed/victimised. Staff behaviour and conduct will be monitored by the management team within Pathways and will be addressed under the Council's capability and disciplinary procedures and through the safeguarding procedures, should any concerns be raised.

Pathways' team is aware of the possibility of raised risk of cyber bullying due to the increased accessibility of IT equipment and mobile devices.

Staff remain alert and proactively seek to update their working knowledge of use of the internet. Please refer to Appendix 5: Prevention of Bullying Guidance and Appendix 6: Pathways' Guidance for iPad and Mobile Device Internet Acceptable Usage.

### **Whistleblowing Policy**

Cornwall Council is committed to the highest standards of openness, integrity and accountability. In line with our commitment, Pathways expect employees who have any concerns about any aspect of the Council's work to come forward and voice their concerns. Cornwall Council has an agreed Whistleblowing procedure, which supplements other existing policies in relation to complaints, disciplinary and grievance procedures.

Please see Appendix 7: Whistleblowing Policy (June 2014)

### **Missing Person Policy**

Pathways is compliant with the Cornwall and Isles of Scilly Joint Agency Protocol – Children and Young People who run away or go missing from home or care (please see Appendix 8 for Cornwall and Isles of Scilly Joint Agency Protocol: Children and Young People who run away or go missing from Home or Care, September 2010 and Statutory guidance on children who run away or go missing from home or care, January 2014).

Pathways offers appropriate staffing levels to ensure the safety of vulnerable children who do not have an awareness of danger or the consequences of leaving the home without consent from the adults with responsibility for their wellbeing.

The social worker and primary carer will be responsible for identifying in the first instance if a young person is likely to run away and an appropriate risk assessment be highlighted in the care plan detailing potential risk to self and others and likelihood of occurrence, as well as any contributing factors that may increase the risk to the child should they go missing.

Pathways will ensure that appropriate consideration will be given to any risk assessments relating to the care offered in the home and will discuss with parents, the social worker and if necessary, the police how they will support the safeguarding priorities relating to this child.

Pathways staff will follow the home's local procedure for a missing child – Appendix 9, in conjunction with the joint agency protocol.

Children who go missing from the home will be supported by an independent person on their return to talk about their experience and to be fully involved in any plans to promote positive relationships and discourage risk taking behaviour.

### **Child Sexual Exploitation/Abuse**

A CSE/CSA indicator tool is used by the social work team to identify children who may be at risk prior to admission, to ensure that Pathways, with the support of the wider team, is able to meet these specific needs and safeguard the young person.

Staff follow the safeguarding children and young people from sexual exploitation: Supplementary Guidance to Working Together to Safeguard Children 2018.

The integrated children's system (Mosaic) provides prompts, guidance and tools for practitioners to undertake the screening tool for the signs and symptoms of CSE/CSA and the social worker involved will undertake a specific assessment if required at every stage of intervention.

In addition to strategy meetings, child protection conferences and core groups, the area multi agency child sexual exploitation (MACSE) meetings provide the primary forum for discussing children and young people causing concern.

The CSE Practice Lead provides written reports to the Senior Management Team and the Cornwall and Isles of Scilly Safeguarding Children's Partnership CSE sub group about the extent and nature of CSE in Cornwall, the effectiveness of multi-agency working, strategic priorities for action and practice development (see Appendix 9 for Child Sexual Exploitation Procedures, June 2015, and the CSE Indicator Tool).

### **Visitors**

Visitors to Pathways will be asked to sign in/out and their purpose for visiting verified. Visitors will be monitored whilst in the home and they will be asked to turn off mobile phones, to respect privacy and avoid inappropriate capturing of images on cameras.

### **Sanctions**

The home supports young people to develop socially appropriate behaviours using a pro-social model for child development. Young people are encouraged to develop friendships and to

understand their actions and consequences as appropriate to their age and stage of development and cognitive ability.

Sanctions are not used in the home.

### **Room Search Policy**

There may be, on occasions, the need to conduct a search of a child's bedroom in order to help the child or other residents remain safe, be healthy or away from criminal activity. Examples of the sorts of situations whereby it may be necessary to search a child's possessions could include: where the child is suspected of having stolen property in their room, or the child is suspected of storing

dangerous substances or items amongst their possessions. This is in accordance to Standard 3.20 of the Quality Standards, Children's Homes Regulations (DFE, 2015); (please see Appendix 14 for Cornwall Council's Guide to Room Searches at a Children's Home)

### **Behaviour Management Policy**

Pathways adheres to Cornwall Council's Behaviour Management Policy for the Disabled Children's Therapy Service (please see Appendix 12 for Cornwall Council's Policy and Appendix 13 for Pathways' guidance for Promoting Positive Behaviour and Relationships).

# Views, wishes and feelings

## 8. Promotion of inclusion and consultation with children consulting with children and young people about the quality of care.

Every child has a "voice" and a right to be heard.

Staff will support every child to express themselves in an appropriate and meaningful way. We offer choices and seek children's views for every aspect of daily living and the quality of their care. We support children to participate and represent their views on daily basis but also at formal events such as Child in Care Reviews. Consultation is at the heart of our work and we strive to evidence this through child-focused meaningful recording tools. Staff demonstrate that they respect and value the child's views.

All children will be supported to express their choices, needs and wishes using their preferred communication tool and augmentative communication systems will be made available. Staff at Pathways are conversant in the use of

Makaton, PECS, picture symbols, the use of schedules and social stories etc. Training will be sought for communication needs outside of the existing area of expertise, including the use of electronic equipment and suitable applications. The Pathways' team will seek advice and support from the SALT team. Children have access to MoMo Express to express their views about their care using the app.

See Section 6 re. Advocacy.

## 9a. Anti-discriminatory practise and children's rights.

Pathways' team understand the difficulties for families when their child requires support outside of the family home, and are therefore, non-judgemental, or discriminatory and aim to offer empathy and support.

Cornwall Council follows legislative guidance with regard to anti-discriminatory practice in respect of young people and their rights. The Pathways team strives to maintain high standards of anti-discriminatory practice. Staff members receive training in Equality and Diversity and our team regularly updates knowledge of good practice and anti-discriminatory models of working.

Pathways staff demonstrate anti-discriminatory practice by:

- having knowledge of the legal framework underpinning equalities and in relation to our work with children.
- having an awareness of our personal values and how they impact on practice.
- being self-aware and reflective, taking a critical approach to our decision making and open to challenge.
- being able to examine and question sources of our own power and the ways in which it is exercised in practice with children and families.
- being able to own up to, and learn from, our mistakes.
- practicing, and continuing to develop, the capabilities (e.g. communication, partnership working etc.) expected within our roles.
- researching areas we are not familiar with and reflect on how what we learn is applied to our practice.

## 9b. Children's rights

Pathways team promote the children's right to be strong, resilient and listened to by:

- Creating an environment that encourages children to develop a positive self-image, which includes their heritage arising from their ethnicity, their language, their religious beliefs, cultural traditions and home background
- Encouraging children to develop their independence skills, self-confidence and participation in their local community
- Promoting meaningful relationships with those important to them
- Upholding our commitment to the principles of safeguarding children





# Education

## 10. Provision to support children with special educational needs.

Children receiving support at Pathways must have an educational placement, and be in full attendance in school or equivalent educational provision.

Keyworker meetings with the class teacher and relevant school staff are facilitated on a regular basis to ensure consistency in support approaches and agreed targets while promoting positive communication. This process is supported on a daily basis with effective handover via Pathways / School records and verbal handovers.

Pathways' staff will attend and contribute to the Annual Statement, PEP review meetings and where applicable, EHC plan meetings.

All young people will be supported to attend their review meetings and express their views. Where it is difficult for the young person to attend their review, Pathways staff will collate their views using various means and deliver these at the meeting to ensure their voice is present. In these cases, the children's rights advocate will be supported to visit the young person outside of the formal meeting environment.

## 11. Details of the school curriculum provided by the home.

Not applicable.

Pathways is not registered as a school.

## 12. The promotion of children and young people's education.

Every child has the right to an educational placement.

Pathways will ensure that children have an education, health and social care plan in place and the staff team will support each young person to achieve against this plan, in a way that is meaningful to the young person.

Each young person will be allocated a keyworker who will establish a collaborative relationship with the school and regular meetings will ensure appropriate information sharing and review of educational plans.

Staff will support the child with extra-curricular activities and be part of helping them celebrate their educational achievements.

Collaborative working with supporting professionals such as: teachers and teaching assistants, SALT, OT, school nurse, consultant paediatrician will ensure that educational attainment is viewed in a holistic manner with regard for the young person, their individual needs and wishes.

# Enjoyment and achievement

## 13. Pathways's support of children and young people's activities that meet their needs and reflect their creative, intellectual, physical and social interests and skills.

Pathways work to support positive outcomes for children while upholding the requirements of the Children's Homes Regulations (2015) and Quality Standards, alongside of the United Nations Rights of the child.

Staff are motivated to develop nurturing, caring relationships with the children and to encourage children to play, learn, enjoy and achieve, whilst living in the home. Pathways will actively encourage children to celebrate their achievements, grow in confidence and build their self-esteem and resilience.

Children will be encouraged and supported to participate in a wide range of activities, including trying new experiences. These will be appropriately assessed for potential risks of harm and advice will be sought from parents/carers, social worker and other professionals where applicable. Staffing ratios will be carefully considered to enable activities at the home and in the community. Opportunities will be provided and nurtured to support the young people to engage in activities that promote positive outcomes and progress towards their agreed individual targets. For a sample of available recreational, sporting and cultural activities please refer to Appendix 1 – Pathways, Locality Risk Assessment.





# Health

## 14. Healthcare and therapy.

### 14a. Qualifications and professional supervision of staff involved in providing healthcare and therapy.

The educational music therapy service provide support for young people who may benefit from this.

Any visiting professionals are supported at all times by the staff team at Pathways and do not lone work with the children at any time.

Should a therapy be identified as part of a child's care plan, this will be sourced through the social worker and all appropriate checks made to ensure the professional is qualified, skilled and experienced in the area required.

#### **Administration of medication**

Staff at Pathways do not hold clinical qualifications but are trained to appropriately store, administer and monitor medication in line with current Medication Policy and procedures. Medication can only be issued against the prescription dispensed by an approved dispenser. Parental consent is required before any medication is administered. The home has a learning culture for any errors that may occur and follows a robust notification procedure to ensure transparency.

Parents will be consulted and included in any health decisions which may include treatment plans and alternative therapies.

Clinical advice and support is accessed through GP Surgeries, GP out of hours services, through on site school nurse and through clinicians in the community learning disability team.

The specialist child in care nurse supports the home to conduct an independent medication audit quarterly and supports team development around pharmacology as well as providing a link to mainstream and specialist healthcare services.

### 14b. Measuring the effectiveness of the healthcare or therapy provided, evidence demonstrating its effectiveness and how the information or evidence can be assessed.

Children who become looked after by the Local Authority will have Child in Care Health Plan and be supported by relevant health professionals. Children will be registered with local GP practice and staff will support all health appointments.

Dental care can continue through their existing surgery.

Qualified therapists independently review the effectiveness of applied therapies and provide the home with detailed reports.

Children's health is monitored daily by staff and concerns are shared with involved practitioners who support the development of our Care Plans. These are regularly reviewed to evidence progress and outcomes for children, ensuring that emotional, psychological and physical healthcare needs are holistically met.

The child in care health plan is reviewed annually by the specialist CIC nurse and recommendations are made as part of the plan which staff incorporate into each child's action plan.

Healthcare and therapies are reviewed and evaluated at 6 monthly Child in Care reviews. The multi-agency team along with parents and considering the child's views and wishes, then decide if the therapy or healthcare plan should be amended.

Statutory meetings are strengthened by regular multi-agency meetings and informal face to face discussions between the home and involved agencies.

All plans and reports are confidentially held on the child's file or electronically on Mosaic or Rio and may be obtained by the child or parent/carer by request.

### **Healthy Eating**

Staff encourage children to make healthy food choices and take regular exercise. Children are consulted for their choices around meals and menu planning (pictorial menus are offered to children with communication difficulties); suitable alternatives are also available. Fruit and fresh drinking water are available at all times.

Special dietary requirements will be taken into consideration, including cultural, religious and ethical, health or sensory needs.

Children are able to prepare and cook their own food if they wish (with appropriate support and supervision), as well as participate in trips to the local supermarkets where they can choose and purchase food items.

Children who require dietary advice or advice about healthy lifestyles, reducing stress, exercise, smoking, mental health, sensory diets, or alternative therapies will be offered a referral to the appropriate service.

### **Emotional Well-being**

Staff will ensure they provide a nurturing, caring environment where children feel safe and valued and where they will be listened to.

Children will be encouraged to have regular contact with people who are important to them and will be offered appropriate support to help them understand if this is not possible.

Specialist support will be sought if the needs of the child require clinical expertise related to attachment disorders i.e. through CAMHS. Children will be supported to maintain links within their local community and encouraged to attend clubs or activities of their choice.

### **Personal and Intimate Care**

Staff at Pathways, understand that children have a right to express their views about all aspects of their care and views should be recorded and responded to, respecting culture, ethnicity and diversity.

Some young people may need support with personal and intimate care and our aim is to ensure that this is given or offered with the safety and wellbeing of the child, at the heart of our practise (see Appendix 23 for Policy Statement on Personal/ Intimate Care).

# Positive relationships

## 15. Promoting contact between the children and young people and their families and friends.

Pathways' team actively work to preserve and promote positive family relationships and maintain contact. Family contact is actively encouraged and supported by Pathways and arrangements in line with the Child Plan are developed individually for each child.

We ask parents, friends and family to respect the rights of other children residing in the home and reserve the right to ask family to leave if they are placed at risk by their own child or another child or if their visit causes undue distress to a child. Visits at unsociable hours should be discussed with the manager prior to being undertaken.

# Protection of children

## 16. Pathways's approach to the surveillance and monitoring of children and young people accommodated in the home.

Children and young people who use the home for residential purposes are extremely vulnerable and may demonstrate risk-taking behaviours that may cause significant harm to themselves or to others.

Pathways operates a key fob access system to ensure no unauthorised visitors have access to the building/children. Children will be assessed in regard to their capacity to make safer choices and decisions about their own safety and will be offered communication support to enable them to access outside facilities.

If it is identified through the Child Plan that a child requires additional monitoring, the home, in collaboration with the social worker will carry out a risk assessment and options appraisal which will then be scrutinised by the DCTS Senior Manager. If a child requires this level of support, consent will be gained from the parents/carer, taking into account the age, developmental stage and capacity of the child to make an informed decision.

Each bedroom has a door alarm fitted which can be activated if children demonstrate behaviours that may cause others distress or harm, i.e. entering another child's room at night when the staffing ratio in the building is lower than in the daytime.



## 17. Pathways's approach to behavioural support.

### 17a. Pathways's approach to the use of restraint.

Pathways' team understand that children may use behaviours as a communication. Staff will endeavour to support the child to communicate effectively and will provide a safe environment for the expression of feelings that could be considered challenging or anti-social.

Pathways adheres to Cornwall Council's Behaviour Management Policy for the Disabled Children and Therapy Service, which includes guidelines for physical intervention in residential, short break settings and in the community (please see Appendix 12 for Cornwall Council's policy and Appendix 13 for Pathways' guidance which sets out the measures of control, restraint and discipline which may be used.)

Pathways follows the belief that positive behavioural support is exercised through the development of interpersonal relationships with the children. These relationships are built on sensitivity towards the child based on knowledge of them, the development of trust and sharing experiences together.

Pathways will take into consideration parenting styles used by the child's family and approved methodology already tried in regard to behaviour and management when compiling any positive support plans. The Positive Support Plan refers to a broad spectrum of Positive Handling strategies that aim to reduce risk of harm to the child and/or others, but also provide the young person with opportunities to learn and grow. Positive Handling is a holistic approach that involves 95% de-escalation techniques used to defuse and/or divert and only when absolutely necessary, 5% or less, use of Restrictive Physical Intervention for the shortest time possible.

Any use of restrictive physical intervention must be evaluated in the best interest of the young person and the action taken must be reasonable, proportionate and necessary. Following any incident records will be completed demonstrating how these criteria were met. This information is shared in a transparent way with involved stakeholders.

All incidents are reviewed against existing risk assessments and behavioural analysis is conducted to help identify trends and triggers in an attempt to modify or avoid further behavioural outbursts.

## 17b. Pathways's staff team training in restraint and the assessment of their competence.

All staff are trained in positive behaviour management strategies, using the accredited Team Teach methodology through the Institute of Conflict Management. Behavioural support is accessed through the community learning disability team and all plans are compiled using a consultative model on a multi-agency basis.

Pathways offers positive rewards and motivational targets to encourage children to behave in an acceptable manner, according to their developmental ability to understand actions and consequences.

Staff will not use:

- Any form of corporal punishment
- Any punishment relating to the consumption or deprivation of food or drink

- Any restriction on contact arrangements in person or by phone
- Any requirement to wear distinctive or inappropriate clothes, the withholding of medication or dental treatment
- The intentional deprivation of sleep
- The imposition of financial penalties other than a reasonable sum
- Any intimate physical examination
- The withholding of any required aids and equipment
- Any form of restrictive physical intervention to enforce compliance
- Seclusion or isolation

The Pathways staff team have formal training in Child Development and Attachment which contributes towards their understanding of the child's past and the impact of any trauma or abuse, and of the impact of being separated from their family. Attunement to the child, developing positive relationships and offering the child meaningful life experiences is seen as a key factor to managing behavioural challenges.

We have robust recording systems and take steps to work with the multi-agency team to collect data analyse behaviours and develop strategies to promote positive behaviour.

Staff are observed in their direct work with the children by the SLT and provided with opportunities for reflective discussion on both a formal and informal basis. A member of the team is a qualified team teach trainer who offers direct support

# Leadership and management

## 18. Contact details.

### 18a. The registered provider

Meredith Teasdale is the Strategic Director for Together for Families and The Service Director for Children and Families Service is Ben Davies.

Pathways is a Cornwall Council provision within the Children and Families Service.

### 18b. The Responsible Individual

The Responsible Individual at Pathways is Tony Phillips-Jones. See page 2 for contact details.

Tony is currently employed by Cornwall Council as the Service Manager for Short Breaks and Residential Services. As responsible individual, he manages services with the four registered managers of the homes operated by the Council, ensuring quality standards are maintained and further developed.

Tony has a background in working with disabilities including delivery and management of adult's and children's residential, day care / social enterprises / community groups / consultation and accessible information.

Tony has worked in the social care field covering local authorities, charities and independent providers since 1988. 15 years of delivering direct care provision and 15 years' experience of service review and re-design, commissioning (including regional consortium arrangements), contracting, auditing, quality and performance management.

Tony has skills and experience in completing needs analysis including demographics, trend information, service delivery, and service re-design / consultation with children and families / financial remodelling / developing procurement, tender contractual and monitoring arrangements for services.

His qualifications include:

- Postgraduate Diploma in Social Work
- MSc (Masters) Social Care Leadership and Management
- HND Social Care Management Prince 2 – Foundation Exam
- Certificate in Social Care Commissioning and Contracting
- Safeguarding for Practitioners Training (Level 3)
- PTLLS – BTEC Professional Award NVQ 4
- NVQ 4 Care Management NVQ 4 (RMA Award)
- NVQ D32/33 NVQ Assessors Award D32/33
- CCETSW Preliminary Certificate in Social Care
- Communicating with disabled children and young people

### 18c. The Registered Manager

The Registered Manager for Tresor is Sharron Adams. See page 2 for contact details.

Sharron has supported both Adults and Children affected by disability for over 20 years, both in residential and short break services. Sharron began working at Tresor in 1999 and prior to becoming the Registered Manager of the service, held the post of Deputy Manager for fifteen years.

Sharron holds a Bsc (Hons) in Health and Social Care Management, the Level 5 diploma in leadership and management for residential child care and has undertaken a significant amount of additional training commensurate with the role.

## 19. The Pathways staff team, their experience and qualifications.

Please refer to Appendix 15: for a table introducing Pathways' team members with their roles and key qualifications.

We are committed to continuous professional development of all our staff members. Team meetings and relevant learning sets are facilitated on regular basis. These meetings may be supported by other professionals from the multi-agency team.

Pathways' staff members undertake regular training as outlined in our Training and Development programme (according to individual Role Profiles). Courses vary in areas around:

- Safeguarding, health and safety, therapeutic parenting, child development, disability/specialist training, induction to Cornwall essentials, direct work, communication, computer skills, legislation, health and safety and supervision/management.
- All staff have or are working towards a Level 3 Diploma in Residential Childcare.

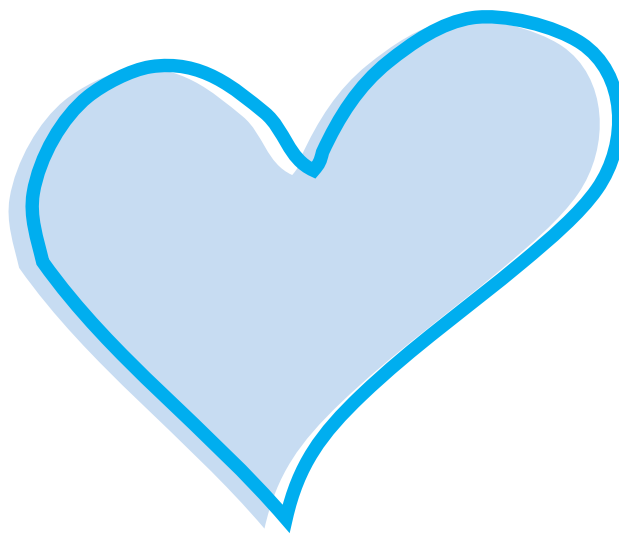
Please refer to Appendix 16: for relevant Career Progression Charts

## 20. The management and staffing structure at Pathways and arrangements for professional supervision.

Please refer to the separate sheet at the back of this booklet.

## 21. Pathways promotion of role models of both sexes.

The home employs a mix of male and female care staff providing appropriate role models for children who live in the home.





# Care planning

## 22. Criteria used for the admission of young people to Pathways.

- Pathways offers places on both a planned and emergency basis
- All placement requests must have a completed detailed risk assessment compliant with registration criteria
- A planned admission will be led by the needs of the child and family and allow sufficient time for information gathering, allocation of a Keyworker and communication support to be put in place
- All admissions will be individually tailored and could incorporate a swift admission or a gradual introduction as appropriate
- Children already placed will be supported to understand that a new child is coming to stay at Pathways
- Family contact and involvement will be encouraged, at all stages of a child's admission and stay
- Children will be given a copy of the Pathways' children's leaflet and all introductions will be delivered in a way that is meaningful to them
- Every child admitted to Pathways must have an educational placement and an allocated social worker
- Any child placed at Pathways will require completed statutory placement plans and care plans prior to admission
- Any specialist equipment required by the young person should be sourced by the social worker prior to admission
- Emergency admissions will only be accepted if the young person is compatible with current residents, has an educational placement and there are available resources to meet the needs of the young person. A meeting will be held within 72 hours to establish a plan for the young person.

A compatibility assessment should be carried out by the allocated social worker in collaboration with the home manager to ensure the placement is appropriate for the child and the children already resident. The manager has ultimate responsibility for approving any admission to the home and will challenge inappropriate requests should they compromise the safety, health and well-being of the resident children.

We recognise children's needs are fluid and any child admitted to the home who the home is unable to subsequently support due to resources or skills should be supported to transition swiftly to a more appropriate placement.





## Contact us

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