



# **Statement of Purpose and Function**

Moonreach  
Nonna House  
SC 460671

This statement of purpose and function has been written considering.  
the Quality Standards are effective from the 1st of April 2015

Reviewed and Updated: 29.06.2026

To be reviewed 30.10.2026

### **The principles of residential care**

Children in residential care should be loved, happy, healthy, safe from harm, and able to develop, thrive and fulfil their potential.

Residential care should value and nurture each child and young person as an individual with talents, strengths, and capabilities that can develop over time.

Residential care should build positive relationships; establish strong bonds with children and young people based on jointly undertaken activities, shared daily life, domestic and non-domestic routines, and established boundaries of acceptable behaviour.

Residential care should be ambitious, nurturing young people's school learning and out-of-school learning and ambitions for their future.

Residential care should be attentive to need, attending to young people's emotional, mental, and physical health needs, such as repairing earlier damage to self-esteem and supporting friendships.

Residential care should be outward facing, working with the wider system of professionals for each child, and with children and young people's families and communities of origin to sustain links and understand past problems.

Residential care homes should have high expectations of staff as committed members of a team, as decision-makers, as activity leaders, and engaged in ongoing learning about their role and the children, young people, and families they work with.

Residential care should provide a safe and stimulating environment in high-quality buildings, spaces that support nurture and privacy as well as common spaces, and spaces to be active.

*Quality Standards 1<sup>st</sup> April 2015*

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**Registered Provider**

Fern Cowie  
 51 Middle Deal Road  
 Deal  
 Kent  
 Tel: 07970397169

**Manager**

Mandy Bushell  
 51 Middle Deal Road  
 Deal  
 Kent  
 Tel: 01304 367799

**0.1 The Registered Provider of Moonreach is:****Fern Cowie**

**Fern is the responsible individual for the company.**

Fern has many years of experience working within a residential setting and caring for children who display challenging behaviours due to their low self-worth and vulnerabilities. Fern has previously been a dually registered manager and is proactive in supporting the current managers within Moonreach, recognising that each manager brings individual strengths to the company and their own homes.

As part of The Home's development, Fern ensures regular supervision is implemented with them and, in addition, provides external clinical supervision where needed. Monthly meetings provide the homes with the opportunity to collectively share their experiences, successes, and ideas. It provides a space for everyone to further develop their understanding, and knowledge allows them to issue a resolution and provides them with a sense of purpose.

Fern has a higher educational diploma in social care and regularly attends various mandatory and specialist training to update her skills, knowledge, and develop her CPD. Fern has also completed the QCF level 7 in leadership and management.

**0.2 The Manager is: Mandy Bushell**

Mandy has accumulated several years of experience working within children's residential settings, beginning her career as a Support Worker and progressing into a managerial position. Throughout this journey, she has demonstrated strong leadership, resilience, and a clear commitment to achieving positive outcomes for children. In her role as Deputy Manager, she has frequently overseen homes in the absence of a Registered Manager, ensuring continuity, stability, and high standards of care. Mandy played a significant role in supporting one home to achieve an 'Outstanding' Ofsted rating, evidencing her ability to drive improvement and embed best practice.

Mandy has developed extensive knowledge and experience in leading and managing staff teams. She is skilled in creating a positive, reflective, and accountable team culture, where staff feel supported, motivated, and confident in their roles. She provides clear direction, promotes consistent practice, and uses supervision and team meetings effectively to develop staff performance and ensure the needs of the children remain central to all decision-making. Mandy understands the importance of modelling good practice and leads by example, which contributes to a cohesive and child-focused team environment.

Her experience also includes successfully improving the quality of care within homes by identifying areas for development and implementing structured plans to address these. She is proactive in monitoring progress, reviewing practice, and ensuring compliance with regulatory standards, while maintaining a nurturing and therapeutic environment for children. Mandy's ability to engage in effective multi-agency working further strengthens outcomes for children, ensuring that plans are holistic and well-coordinated.

Mandy continues to invest in her professional development and is currently undertaking her Level 5 qualification in Leadership and Management, further strengthening her knowledge and leadership capability within the residential care sector.

**03 The Regulator:****The Regulatory Body is:**

Ofsted  
 10 South Colonnade, Canary Wharf, London, E14 4PU

#### **0.4 The Children's Commissioner:**

##### **The Office of the Children's Commissioner**

Dame Rachel De Souza

The Office of the Children's Commissioner

Sanctuary Buildings, 11<sup>th</sup> floor, 64 Victoria street, London, SW1E 6QP

Tel: 020 7783 8330

Freephone: 0800 5280731

Email: [help.team@childrenscommissioner.gov.uk](mailto:help.team@childrenscommissioner.gov.uk)

## **Introduction: -**

### **Message From the Director.**

At Moonreach, our commitment to Children is unwavering. Every decision we make and every framework we adopt is rooted in one simple but profound belief: every child has the right to feel safe, valued, and empowered in a stable and secure environment. We take pride in our trauma-informed approach, which is at the heart of our philosophy. This, we believe, is a child-centred model of care which promotes healing through compassion, consistency, and respectful boundaries. We at Moonreach recognise the trauma that these children may carry with them and the fractured relationships that may have transpired. We aim to rebuild their trust and to provide a safe space in which to flourish and build their self-worth and identity. We believe that trauma-informed practice is an essential foundation and will help shape the children's future.

### **Welcome to our Home**

Nonna's house is the name of our home. It is a large 2-bedroom mid-terrace home which has a warm and friendly atmosphere. We are extremely lucky as the home is situated near to the town and seafront. The town of Deal can be busy and vibrant in the summer months with carnivals, fun fairs, a circus, and many other activities to keep busy. There is much to do for children including skate parks, leisure centre and youth hubs and of course buckets and spades on the beach.

### **Messages from the team:**

I love spending time with everyone and enjoy trying new activities. I look forward to helping children and have a caring approach.

I love working with the children in the home every day is different.

### **Message from a child:**

I really enjoy the activities in the home and spend time baking with adults.

I Like spending time with adults in the home and feel listened to.

## **Section 1 – Quality and Purpose of Care**

### **The aims, objectives, and ethos of the home.**

Nonna's prides itself on its team approach to care, nurture, support, and safeguard children. The Home recognises that every child placed is unique and individual and we strive to work in collaboration with the placing authorities and professionals to meet each child's identified and holistic needs.

Our primary aim is to provide a safe place that offers stability & consistency and empowers the children to build positive relationships with the adults in the home. By working closely with their care plan, the home placement plans are devised to meet their identified needs to aid their transition and development.

The cycle of ongoing assessment, monitoring, evaluation, and review will identify the support and provision required to ensure the child can make progress in all their highlighted areas of need, which can also be achieved by setting realistic targets that are measurable and monitored closely by the adults and manager.

***The main objectives of our home are:***

- ✓ To provide a safe and secure environment that is homely and nurturing, but has clear, insightful, and reliable boundaries.
- ✓ To offer high-quality care and support to children.
- ✓ To provide as near to a family environment as possible.
- ✓ To offer accommodation to 7- to 18-year-olds and support the children to develop their confidence, resilience, and emotional wellbeing.
- ✓ To promote their development and learning.
- ✓ To provide facilities to enable a child to achieve positive change in their lives.
  
- ✓ Enable children to prepare for their independence (where required)
- ✓ Develop self-esteem and encourage the learning of both social and life skills

***To achieve these aims, the following objectives have been set:***

- ✓ The creation of a warm, safe, and welcoming environment.
- ✓ The ongoing and continuous development of a multi-skilled staff team.
- ✓ Maintenance of an effective and proactive key-worker system.
- ✓ Access for children to all local relevant services to enable them to become more independent.
- ✓ Encouragement of positive relationships and support for the placement with all persons involved in the child's welfare.
- ✓ In-house workshops to achieve goals and aims, develop knowledge, life, and social skills in preparation for adulthood.

**1.2 Our aims and anticipated outcomes for children and young people and our approach to achieving them.**

The company's philosophy of care reflects the deep belief that children have the right to be cared for in a 'safe, stable and secure environment'.

The staff team at the home will endeavour to oversee and ensure a positive living experience for each child placed. The Home takes ownership in providing care that will promote the emotional and physical well-being of each child and support them in coming to terms with the difficulties in their lives and moving towards a more positive future.

Regular key-working sessions take place with the children, enabling aspects of self-reflection and the ability to take responsibility for their actions and contributions. We have come to realise these interactions are essential for all children's growth and development. The children coming into the home can struggle to form appropriate attachments with both adults and children. The aim is to help stabilise and support a child as the staff team recognises that moving into a care setting or a transition into another home can be extremely difficult and potentially traumatic. The ethos at Casa Bella is child-centred, and the home is focused on identifying individual requirements and devising a structured plan to meet and address these needs while working alongside the PACE model of care.

The home focuses on the ongoing development of life and social skills. When a child reaches an age where it is felt appropriate, the team will help to prepare our children for independent living and empower them to eventually move within the community as soon as they feel able and confident in doing so. Any problems, difficulties, or challenges identified during the stay at the home are addressed, and the child is taught skills that may be used to help deal with these situations.

The outcome of our home continues to be monitored through monthly regulation 44 visits, as well as Ofsted. As a home, we still adopt the 5 outcomes of Every Child Matters, enabling us to make sure all needs are met.

It is the home's aim that all children can achieve positive outcomes from their stay with us at Casa Bella. We take a holistic approach to the care of our children, and their individual needs are identified, and tangible goals and targets are set to address issues, teach new skills, and address any struggles the young people may face.

**1.3 Age, range, sex, and number of children and young people**

The home is registered to provide accommodation for two children of either gender, ages 7-18, and from any ethnic heritage, culture, and /or religion.

**1.4 Accommodating special needs, disabilities, and characteristics.**

The House works to provide care and promote education, development, and support to children whose previous background experiences may have significantly impacted their lives.

The Home takes a holistic approach to its assessment process and recognises that each child should be assessed according to their own specific needs. The Home and the team are aware of the range of issues and factors that may impact the children, which may include learning difficulties and mobility issues.

It is our aim that by working in partnership with all professionals involved, we can identify, support, and develop an individual plan to meet specific needs. The staff team is experienced in supporting children with a diversity of special needs, emotional and behavioural issues.

These have included: -

Attention Deficit Hyperactivity Disorder (ADHD), Asperger's Syndrome (ASD), delayed development, Adolescent mental health issues, self-harming, suicidal tendencies, eating disorders, challenging behaviours, destructive behaviours, criminality, inappropriate sexualised behaviour, and persistent absconding.

Unfortunately, due to the layout of the accommodation, the home would not be suitable to accommodate children/young people with severe mobility issues and those who may require wheelchair access.

### 1.5 Health & Safety

Moonreach takes the health and safety of the children and the adults working here very. Flavio Walker our health & safety Officer has worked for Kent County Council from April 2002 as "Health and Safety Manager for Environment and Regeneration Directorate and Communities Directorate with a deputising role for Corporate H&S Manager" and from April 2010 as "Corporate Health and Safety Operations Manager for Strategic and Corporate Services with a deputising role for Corporate H&S Manager" and finally from January 2017 as "Head of Health and Safety, Kent County Council until he retired in March 2021 to join Moonreach. His qualifications and experience are impressive: -

All electrical equipment in the home is tested (P.A.T) and tagged by a qualified electrician. Electrical items brought into the home by residents are also tested to verify their safety.

Health and safety throughout the home are risk-assessed and reviewed annually or updated if a new risk arises. Monthly health and safety checks are made by an appointed member of the team, making sure the environment adheres to regulations and is a safe environment for all children to live.

### 1.6 Admissions Procedure

All referrals of children are considered, subject to availability. As much information as possible is requested to enable the home to discuss with the team the highlighted needs of the referred child and to evaluate and match the placement to the needs of the child already accommodated, so as not to jeopardise their placement. The Home also considers the skill set of the staff team, making sure they are experienced in dealing with any potential behaviours, and specific training is sought to equip the staff team if necessary.

To ensure effective matching is in place, all relevant documentation will be requested at the time of the referral, Nonna's will complete its internal matching procedure which includes completing the matching form to ensure the placement is a good match and that it meets the requirement of the Statement of Purpose.

Identified needs, risks, targets, and support required are identified and agreed upon with the placing authority before admission and confirmed in more detail within the placement planning meeting. Risk assessments, my success plans, health care plan, placement plan and 24 hour plan will be devised in conjunction with the Local authority's statutory Care plan and the placing social worker.

From the initial referral to the placement planning meeting, regular liaison will take place between The Home, staff, and the referring authority to ensure that all needs are identified, and staff can manage the risks if any.

#### Admission process:

1. Telephone contact from placing social worker.
2. During the conversation, it will be initially identified if Nonna's is potentially an appropriate placement.
3. A referral form is sent, and the social worker agrees to complete the form and send all relevant information, including the most recent review minutes or core assessment.
4. The potential referral is discussed within the staff team.
5. Once the completed referral form is received, the placing social worker and child will be invited to visit the home. The social worker will take a copy of the child's guide with them to discuss the home.

6. A potential new placement will only be discussed with the child already in placement when mutual agreement between the placing social worker and the staff team is reached that Nonna's is appropriate.
7. The Home offers to visit the social worker at the appropriate offices and discuss timescales, overnight stays, funding, etc.
8. When the young person comes into the home, a keyworker will be identified, and the social worker will be able to liaise directly with them alongside the homes management team regarding the child.
9. A placement plan meeting will be required to take place within 5 days, and a review will be held within the first month to assess progress. This meeting will take place at a mutually convenient location for all parties. At that meeting, there will be a request for a commitment from the social worker to visit regularly.

### **1.7 Criteria used for emergency placements.**

- \* Nonna's will only accept emergency admissions to the home, based upon the information provided, assessing the possible risk of the impact upon the other child placed solely at the home and team's discretion.
- \* Our primary concern immediately upon admission is to settle the child into their new surroundings.
- \* Within 24 hours, we develop an initial care plan, which is finalised within five days of an emergency admission.
- \* It is a prerequisite of any emergency admission that formal arrangements are already in place for full and formal medical assessment of the child within 24 hours of their admission.
- \* Upon emergency admission, Nonna's standard non-emergency admission processes, as described, will apply.
- \* All emergency referrals will be risk assessed, taking into consideration any child already in placement. Risk assessments will be made considering children already in place within the home. All staff have knowledge and awareness of risk assessments.

**Summary: Our minimum requirements for accepting an emergency placement are as follows.**

- The company's impact assessment is to be completed in full.
- The placing authority referral form was completed in full.
- Up-to-date placing authority's risk assessment.
- Consideration is given to the needs of the child/young person already in placement.
- A matching impact assessment is completed.

**Considerations that would be discussed in this meeting would include:**

- Specific needs and presenting behaviours of the referred child.
- If medical or specialist facilities are required internally/externally.
- What the educational arrangements were.
- If the skill base of the team can meet the identified needs of the child being referred.
- If specific training is required, and how quickly this could be arranged.
- A specific assessment time would be agreed upon before a short-term/long-term placement is offered.

### **1.8 How we promote and support the religious and cultural needs of the children and young people placed.**

Religious beliefs are always addressed at the point of admission to allow the appointed keyworker the opportunity to locate the nearest appropriate place of worship, if applicable.

Because of the nature of the care system, many children have had a 'fragmented experience' with religion. If a child wants to re-establish their religious beliefs, the home will actively support and facilitate them to do so.

We recognise that a child's or young person's religious belief can form an important part of their identity and therefore play a significant part in their personal development.

All children will have the opportunity to attend church or any other environment where they may wish to observe their religion. Staff members will endeavour to facilitate quiet places to pray, or transport required to accommodate this.

The home regularly promotes the children's awareness and understanding of equality, diversity, and multicultural society by having in-house theme nights. These consist of the children and staff researching information regarding a certain country, focusing on the religion, culture, and beliefs of that society, cooking an authentic meal, and taking part in discussions and quizzes that are appropriate to the children's abilities. The staff team makes these theme nights engaging and entertaining to encourage involvement.

Nonna's actively promotes and respects each young person's cultural identity by recognising that culture can also be shaped by the different areas of England they have previously lived in. The home supports young people to maintain a

sense of connection and belonging by incorporating elements of their previous communities into daily care, such as local traditions, foods, activities, accents, and regional interests. Staff take time to understand each young person's background and experiences, ensuring these are reflected in care planning and day-to-day interactions. This approach helps young people feel valued and understood, while supporting continuity of identity, reducing feelings of displacement, and promoting positive emotional wellbeing as they adjust to a new environment.

### **1.9 Other services outsourced by Moonreach**

#### **Standard School Program**

The Home is near several local schools. In addition, we have a specialised school local to the home called Brewood, which offers 1:1 support in school for students who need additional help either emotionally, psychologically, or academically.

#### **Virtual School Program**

In the Virtual School Program, students will be introduced to the course and how to access and complete assignments set for them. This will be held in their home environment with the Intervention Officer. The curriculum will be provided in the following core areas: English, Maths, Science and ICT, as well as the ASDAN Short Courses in PSHE, Sex and Relationships Education, and Beliefs and Values.

Once the student has engaged and started to see attainment in these initial areas, we will open further optional courses such as History; Geography; Media; Performing Arts; Business Studies; Art; Woodwork; Animal Care; Languages; Health and Social Care; Religious Studies; Sports and Fitness; Food Technology; Environmental Award. Pupils will be set weekly lessons to follow and tasks to complete, which will be submitted via email or post, depending on the nature of the activity.

### **1.10 Support during the transition from the home**

Nonna's supports young people transitioning to foster placements or returning to their family home through carefully planned, child-centred transition work, including building independence skills, maintaining positive relationships, and working closely with families and professionals to ensure a smooth and emotionally supported move. For young people aged 16 and above, Nonna's also supports transitions into semi-independent living by developing practical life skills, promoting autonomy, and ensuring they are prepared emotionally and practically for increased independence.

### **1.11 Therapeutic techniques are undertaken at Moonreach.**

The Home outsources professional therapists' involvement to either/the Child and Adolescent Mental Health Service (CAMHS) or sources independent therapists when necessary. The home and team will ensure that all therapeutic input from external agencies/individuals is considered. Nonna's also ensures good communication between the home and therapeutic professionals working with the child and strives to achieve positive outcomes for the children, where appropriate, involves therapists in staff meetings and multi-professional meetings regarding the child. Qualifications that are accredited by the British Association for Counselling and Psychotherapy. Individuals who work directly with the children must have a full DBS check completed before working with the children.

As part of our therapeutic approach, a certified PACE training course is held each year, and adults are encouraged to use the principles of PACE in the care of children. PACE focuses on the whole child, not simply the behaviour. It helps children be more secure with the adults and reflect upon themselves, their thoughts, feelings, and behaviour, building the skills that are so necessary for maintaining a successful and satisfying life.

Through PACE and feeling safer, children discover that they can now do better. They learn to rely on adults and trust them to truly know them. For adults, using PACE most of the time can reduce the level of conflict, defensiveness, and withdrawal that tends to be ever-present in the lives of some children. Using PACE enables the adult to see the strengths and positive features that lie underneath the behaviour that challenges.

Training at Moonreach is provided free of charge to all employed adults as a mixture of online and face-to-face sessions. Adults receive an hourly rate of pay for the time they spend on face-to-face courses. We recognise the

importance of building relationships and trust with the children in our care and the pivotal role that consistently and appropriately trained adults play in that, so employee retention is a particular area of our focus.

All adults working at Moonreach receive regular, protected supervision to provide a forum to discuss their practice and CPD. Annual appraisals also allow adults to discuss their ongoing development and career aspirations.

## Section 2 – Children’s Wishes and Feelings

### 2.1 Our facilities & services.

The Home's main aim and directive is to holistically assess the range of individualised needs of each child placed and form a strategy of support that would best provide a caring and safe environment to develop, grow, and progress. This integrated approach will ensure holistic thinking and a consistent, clear, and evidence-based approach to meet the needs of the child.

Each child will have an initial assessment, which will draw together the information gathered from the local authority and education. The collating of the chronological and specific needs around each child will identify care, education, and health needs and areas for potential assessment and support.

The home has developed good links within the community and has access to a range of other professionals who deliver individual services to children as and when required. It is the ethos of the home to work as a holistic team and work in partnership with external professionals to ensure a reflective and professional approach to the needs of each child. Nonna’s works within the guidelines of the Quality Care Standards of April 2015, whilst also thinking about the daily individual needs of each child and their medium- and long-term plans. When placed, a 24-hour plan is devised, incorporating a detailed account of the structure of each child's daily routine. Initial risk assessments are also undertaken monitored and revisited regularly.

Working in conjunction with the Local authority’s care plan and the placing social worker, a placement plan is put in place that will identify the individual needs that have been identified, goals and targets set with the view of the child’s broader, longer-term plans. This is also updated and revised regularly to incorporate changes following an LA statutory review and changes in circumstances.

The Home has developed a cohesive and professional team who are friendly, warm, and approachable sharing a positive and insightful approach when working with children.

The importance of developing positive relationships and good communication enable the children to settle in their surroundings and to relate to the staff team, sharing their concerns and frustrations. These are recorded and monitored within our comprehensive key working system.

All children placed at Nonna’s will receive:

- \* One-to-one staff ratio.
- \* Good-sized double bedrooms offering personal privacy.
- \* A homely, welcoming, and comfortable environment with provision for high needs/close supervision.
- \* An emphasis on building positive, strong, effective relationships and supported by a comprehensive key working system.
- \* Support and encouragement to promote and develop their education and development.
- \* Promotion of understanding culture and diversity, and acceptance of others
- \* Pathway planning (if relevant)

#### *Our Resources:*

- \* An experienced and well-trained cohesive staff team
- \* In-house counselling and therapy services as and when required.
- \* Regular in-house workshops to develop self-care, independent life, and social skills.
- \* On-site education/ home tuition- educational support as and when required
- \* Themed culture and diversity nights to promote acceptance of others.

- \* Activities and excursions.
- \* Access to local resources which include, Addaction Young Person's Service and CAMHS/CHYPS.

#### *Local area:*

- \* Seaside location
- \* Local town with high-street shopping
- \* Good range of local schools, colleges, and universities
- \* Local hospital equipped with a minor injuries' unit.
- \* Access to various parks and leisure facilities, including a swimming pool, wildlife parks, and zoos.
- \* Historical interests
- \* Local clubs and organizations including Army and Sea Cadets, sailing club, scouts, guides etc.
- \* Immediate access to the countryside and beach for relaxation and enjoyment.
- \* Good transport links

## **2.2 Promoting and respecting ethnicity and diversity.**

Our staff team are trained to recognise and promote an acceptance and understanding of ethnicity and cultural differences. Themed culture and diversity evenings are regularly held within the home for the children to take part in, educating and providing everyone with an understanding and awareness of different countries, people, languages, currency, dietary needs, customs, religious days, and places of worship. Diversity is also embedded within day-to-day practice, ensuring that each young person's individual identity, background and experiences are respected, celebrated, and reflected in care planning, routines, and interactions within the home.

## **2.3 Children's rights.**

The Home and the team believe and uphold it is the right of any child to have a

- \* safe, secure home environment
- \* to be nurtured and cared for.
- \* to be supported through education and learning
- \* to be given the tools and support to progress and reach their full potential.
- \* Children have a 'voice' and are encouraged to convey their opinions and concerns anytime and particularly when engaging in key-working sessions, attending statutory reviews, and making plans for their future. (Where appropriate)

Staff are encouraged to promote the rights of children who may wish to make complaints. Weekly views wishes and feelings key working remind children of the complaints procedure as well as allowing them to air their views regarding many issues including respect for others.

All children at the home have the right to be heard, protected from harm, and treated with dignity and respect. The team is proactive in its approach to supporting the rights of a child and will advise all children in respect to the complaint procedures, access to their files and information, and confidentiality issues.

We aim to treat all our children equally and fairly, encouraging openness and transparency.

## **2.4 Anti-discriminatory practice, working with children and their parents.**

The home is opposed to any form of discrimination against any child or staff member, and in any form. The staff team works together to prevent discrimination on the grounds of heritage, nationality, culture, gender, age, religion, disability, political, ethnic, language, or other opinion. Any form of discrimination by an adult or young person will not be tolerated or addressed. It is our policy that all staff always report any form of discrimination immediately.

The Home promotes anti-discriminatory practice at all levels. The home's practice is child-focused always considering the whole child. Children's rights are always observed, and all children have a full understanding of the complaints procedure and who they can turn to if they feel their rights are not being met.

Staff are encouraged to promote the rights of children who may wish to make a complaint.

Recognising the importance of the relationship between a child and their family and significant others, the staff team at Nonna's will always promote and facilitate positive contact. Family and friends will always be made to feel welcome in the home and treated with courtesy. Staff will communicate regularly with parents and family using regular telephone updates and reports as agreed per the placement plan. The staff team upholds a professional, anti-oppressive, and non-judgmental approach when working with parents and families.

All parents are always made to feel welcomed and treated with dignity and respect.

### **2.5 Consulting with children and young people about their needs and quality of care.**

All children and young people are encouraged to participate with their ideas and suggestions in the running of the home. Although some children may have a relatively short stay in the home, they must leave having had a good experience.

Weekly views wishes and feelings key workings, providing an opportunity for the children placed to raise concerns, make complaints, devise menus, choose activities, and make suggestions to improve the quality of care, thus improving their outcomes. These check ins are formally recorded and kept on their clear care files.

The staff team is friendly and approachable enabling the children to freely state if there is a concern or suggest an idea. The Home adopts a 'hands-on' approach working and consulting directly with the children, as does the registered provider on her visits.

The Regulation 44 independent visitor also consults with the children on the visits and includes their feedback in the monthly reports.

### **2.6 Complaints made by children and young people.**

Young people at Nonna's are supported to understand and access a clear and child-friendly complaints procedure, ensuring their voices are heard and valued. They are encouraged to raise any worries or concerns with staff they trust, their key worker, or the Registered Manager, and can also use accessible formats such as complaint forms or direct discussions. Information about how to make a complaint is explained regularly and available within the home. Young people are also supported to access independent advocacy services if they wish. All complaints are taken seriously, recorded, and responded to promptly, with feedback provided so young people understand the outcome and feel confident that their views lead to positive change where needed.

## **Section 3 – Promotion of Education**

The promotion of education and learning is part of our holistic approach and forms a crucial element in the care and development of all children placed with us.

### **3.1 Educational provision.**

Nonna's is not registered as a DfE provision but does have good relationships with the schools in the local vicinity, including a nearby EBD provision.

### **3.2 Staff encouragement and support.**

The staff team encourages, facilitates, and supports learning, promoting each child's educational plans and adapting their individual needs recognising some children/young people may need more support than others as a result of their unique learning abilities. This also includes providing support within their education setting.

The assigned keyworker or another staff member will liaise with and attend all school, college, parental, and educational meetings to oversee the educational care of each child.

### **3.3 Supporting children/young people with Special educational needs.**

We recognise that every child will be diverse in their abilities and learn at different times. We strongly support empowering children to overcome their educational difficulties and Nonna's can contribute to this.

As with all children placed, specific educational needs will be identified and the staff can offer support within their schools/colleges and the home, working with the home tutors if applicable and encouraging extra educational activities, homework, and close liaison with the children's teachers and tutors.

Special Educational Needs (SEN) or Education Health Care Plan EHCP that affect a child's ability to learn can include the following:

- behaviour or ability to socialise, e.g., not being able to make friends, including those children who have been diagnosed with ASD (Autistic Spectrum Disorder)
- reading and writing, e.g., they have dyslexia.
- ability to understand things.
- concentration levels, e.g., they have attention deficit hyperactivity disorder (ADHD)

- physical needs or impairments

Children with learning difficulties may have an EHCP (*statement of education needs*) (SEN) or an education, health, and care plan (EHC) in place. We ensure this plan is adhered to and updated regularly, making sure all the needs of the children/young people in our care are met.

### **3.4 Non- attendance or Exclusion.**

If a child is subject to exclusions, refuses education, or has no temporary educational placement, a structured timetable and curriculum is put in place with guidance from the Virtual School that takes into account the child's abilities, while the home will identify an appropriate educational placement for the child.

### **3.5 Areas available to study and home tutoring.**

The Home has additional space for studying. A desk is provided in the bedrooms, and the large lounge area which is bright and spacious offers a good area that is conducive to learning. The staff team readily offers to help and support with any homework, whilst not compromising the supervision of others.

In-house tutors can be arranged and facilitated by arrangement with the placing social worker if required.

## **Section 4 – Enjoyment and Achievement**

### **4.1 Encouragement and provision of internal and external activities.**

All children placed in the home are encouraged and supported to become involved in a range of activities and recreational pursuits internally and externally. The staff team works together to promote all aspects of a child's development.

Weekly activities are discussed with the young people facilitating each child's preference and interest. Individual planners are devised indicating a schedule for each child and incorporating their chosen activities inside and outside the house.

The home has a family sitting room where there are books, board games, craft activities, consoles, and streaming sites that can be enjoyed together. Day trips to zoos, theme parks, and weekends away are also facilitated for children to enjoy.

When appropriate, and depending on the individual child's interests and abilities, outside activities/clubs will be identified and encouraged to develop their skills, confidence, and individual interests. Staff will support the child in regular attendance and encourage participation, ensuring that the child is properly prepared and equipped. Eventually, dependent on the child's age, this would be unsupported, allowing further re-integration into the local community and the building of peer group social skills.

The children participate in a group or individual holiday during the year. This is arranged in consultation with the children's preferences and takes into consideration their abilities, behaviours, and risks to their self or others. Risks are assessed and strategies are put in place to best manage potential situations. The children are kept involved in the planning of the holiday activities as a goal to work towards and look forward to.

*\*Please note: if a child's behaviour consistently presents as a danger or high risk to manage off-site, their holiday may have to be cancelled in the best interest of that child. This would not affect the other child/young person placed. \**

Consent is sought from the local authority and parents, where applicable, before a child participates in a holiday.

### **4.2 Make positive contributions to the home and the wider community.**

The home has established good relationships with local clubs and projects in the community; the children are encouraged to join local clubs to provide a stable platform to develop positive social networks within the community. Nonna's encourages positive and appropriate relationships with peers within the community and provides support through key sessions and nurturing to promote stable peer-to-peer relationships.

Talents, interests, and hobbies are encouraged and give the children a focus and sense of achievement, which builds self-esteem for the future. Staff source events, clubs, sports centres, and days out to maintain interests and promote either the continuation of their interests or the development of new ones.

Overnight stays are encouraged with friends where appropriate and the staff team will assess the property on which they will be staying to ensure the standard welfare is sufficient, the home strives to make children part of the community and promote opportunities for friendship and achievement socially and personally.

## Section 5 – Health and Well-Being

### 5.1 Promoting health.

The home will provide a holistic health support package to meet the needs of each child's physical and emotional health.

All children are registered with a local General Practitioner, optician, and dentist shortly after admission. Via the referral and placement planning process, all relevant information regarding a child's health and their individual needs is documented to ensure that there is a continuation of care in following their transition.

Health plans are developed and monitored by the home's registered manager to ensure medication is administered appropriately, appointments are kept, and that work is done around children refusing to attend appointments. Where there are issues of ongoing medical conditions referrals are made to local specialist services to ensure good levels of continuity of care.

Where appropriate, additional services are facilitated and specialists including counsellors and therapists are provided as required and as part of the health/placement/care plan.

The staff team has developed a positive relationship with the local CHYPS team who support us and our children in renewing medication for ongoing conditions (such as ADHD, and depression). They can also advise, where necessary, during periods of emotional crisis for children to ensure they receive the appropriate levels of support and intervention.

Whilst in our home the children can expect a good quality of primary health care:

- \* All children's physical health is attended to by a local GP along with a local dentist's practice. If they have not seen an optician within the last six months an appointment will be made for them.
- \* Any dietary requirements are observed, and a well-balanced healthy eating routine is put in place. (Including allergies, intolerances, and religious observance)
- \* Trained staff to administer medications where necessary and record such on the children's file and the home's central file.
- \* Any outpatients' appointments will be organised by the home, and the children will be accompanied by their keyworker or staff member.
- \* All our children's psychological and emotional well-being will be monitored by their key workers. The key worker's role is to encourage them to talk through any difficulties they are experiencing and to propose coping mechanisms to help the child deal with them. An external counsellor can be made available for confidential discussions with the child, allowing them to feel more comfortable discussing any issues. If the referring social worker jointly agrees for us to do so, a referral can be made to the local CHYPS clinic.
- \* All staff are expected to encourage the young person to take care of their hygiene and help them develop self-care skills.
- \* All staff members encourage healthy eating, whilst promoting the child's choices regarding the menu and meals prepared. This is achieved by promoting a healthy and balanced diet and lifestyle choices, and by using the "Eat Well" plate and encouraging the "5 a day". Preparation of food and cooking their meals is also taught regularly as an activity to develop their interest and understanding of healthy meals and independent skills.
- \* Staff and children will not be allowed to smoke within the home, and all help available will be given to support them to give up smoking. Children will be given appropriate advice regarding the misuse of alcohol, drugs, and sexual health. Information is always readily displayed on the notice board.
- \* Training is implemented for staff for any health concerns that a child presents (such as epilepsy)

### 5.2 Promoting exercise and fitness.

Nonna's actively promotes exercise and fitness as part of a healthy and balanced lifestyle for young people. Staff encourage regular physical activity through structured and informal opportunities such as sports, gym sessions, outdoor activities, and community-based clubs tailored to each young person's interests. Young people are supported to try new activities, build confidence, and develop positive routines that benefit both their physical and emotional wellbeing.

Exercise is also incorporated into daily routines where appropriate, alongside education around healthy lifestyles, ensuring young people understand the importance of staying active and caring for their overall health.

## Section 6 – Encourage Positive Relationships

### 6.1 The importance of positive relationships

Nonna's recognises the importance of building and maintaining positive relationships within the home, the community, and with family members, as these are central to a young person's emotional wellbeing and development. Staff promote a warm, trusting and consistent environment where young people feel safe, valued, and listened to, helping them to form secure relationships with adults and peers.

Positive relationships are also encouraged within the wider community through participation in local activities, education, and social opportunities, supporting young people to develop a sense of belonging. Where appropriate, meaningful connections with family are actively supported and nurtured, ensuring young people maintain their identity and important relationships, contributing to their overall stability and future outcomes.

## Section 7 – Protection of Children

Through training and experience our staff team has developed an insight into how behaviours can sometimes manifest in children and young people who are placed within the care system. There are so many contributing factors, and each child's background including their family, relationships with peers, and educational experience can be very complex. For some their behaviour can be a result of a learning difficulty, abuse, neglect, poor emotional health, or gang and criminal involvement, so are acting out their frustrations, or testing the boundaries and rebelling against social constraints.

All the staff of the home are trained and regularly attend refresher courses in safeguarding and child sexual exploitation. Each child is cared for differently by their needs in terms of safeguarding and CSE. In the event of risk of CSE, the staff will complete the Kent and Medway Safeguarding risk assessment, and this will then be placed in the child's file and a copy sent to their Social Worker. The home staff works closely with local authorities and public services to formulate personalised plans to protect each child. The home has access to specialist services that the home can call upon in cases where intensive support is required.

Staff also complete online training "Prevent" to ensure they can identify children who may be vulnerable to radicalization and what to do when they are identified.

The Designated Safeguarding Lead at Moonreach is Fern Cowie (Responsible Individual); in her absence, Gill Hilton-Amzaleg becomes the Designated Safeguarding Lead. All Managers are DSL trained, and all homes work effectively and understand the importance of working with multi-agencies.

At the centre of safeguarding within the home is the idea that if children feel comfortable around the home and have a good relationship with staff, they are more likely to listen to staff members when they are trying to encourage them to stay safe. In addition to this, good relationships mean a child is more likely to be open with the staff member about any situations that worry, upset, or scare them. The Home promotes a transparent culture and encourages healthy, appropriate relationships by empowering the young people to make informed choices through daily support and open lines of communication.

The home ensures staff are familiar with the company's whistle-blowing policy and the home emphasises the ethos that all concerns no matter how small they seem must be reported whether they concern colleagues or not. The number one priority for all staff members is the children.

The home can accommodate children who are subject to a Deprivation of Liberty order, careful consideration will be given for the impact on other children. If possible, and vacancies allow any child on a DoL's will be placed in a home with no other children.

### 7.1 Assessing whether our staff are competent to manage challenging behaviours.

Comprehensive training and the development of the staff team is fundamental to all the work we do. Managing inappropriate behaviours, rewarding the positive behaviours, and achieving set targets is the positive modification we implement to prepare children for independence and social inclusion. Throughout their employment and as part of their development, all staff members have a training/competency matrix in place to monitor their progress. The Home will

ensure any additional training is identified, dependent on the needs of the children in the home and will make sure the staff team have the skills to support them.

This will include the following to highlight areas the staff member excels in and areas that may need further development, ensuring all staff's development needs are met:

- A supported Induction
- Supervision
- Observing staff members in practice
- Using case studies
- Reflective practice
- The close monitoring of sanctions implemented.
- Making sure the staff promote and provide the opportunity for the children/young person to redeem themselves.
- All staff receive 'Team Teach' de-escalation skills and physical intervention (Certificated for 2 years and refreshed thereafter)
- Challenging behaviour training
- Effective communication training
- Understanding Autism and Asperger's syndrome training
- Attention Deficit Hyperactivity Disorder (ADHD) training.
- Therapeutic training (Respond rather than react)

Systems that are put in place to manage behaviours and are monitored by The Home:

- Strategy Plans
- My success plan
- Key-working
- Behaviour modification –rewards and target setting
- Child-centred house meetings/consultation

## **7.2 Safeguarding our culture and ethos.**

All children deserve to be kept safe, especially in their home environment. The home and the staff team are very friendly, and a comprehensive key-working system is in operation, providing good channels of communication and recording.

All children are encouraged to report any concern however small. Staff are rigorous in their approach to safeguarding and have been trained to recognise, intervene, and pursue if any child protection issues or intimidation or bullying is suspected to be taking place, inside or outside the home.

All the homes's safeguarding/child protection policies and procedures are closely based upon the guidelines of the local Authority and Kent Safeguarding Children Boards Procedures.

The policies include:

1. Definitions of abuse.
2. Identifying signs and symptoms of abuse.
3. Reporting flow chart
4. Keeping the child safe.
5. Who to contact and when?
6. Recording information.
7. Speaking out.

All Incidents are rigorously monitored and any incidents which have any child protection implications are reported immediately to The Home/Child Protection Officer. All child protection incidents are thoroughly investigated to ascertain the nature of the incident and outcomes are sought and recorded, with all appropriate parties kept fully informed throughout each investigation.

Staff induction includes training on safeguarding/child protection procedures for the home and the local authorities' policies and procedures. Copies of Kent's Safeguarding Children Board policies are kept in the main office and are available for all the staff as well as the parents and children in placement.

All the children are encouraged to speak to any member of staff if they feel unhappy about an incident that has occurred between themselves and another resident or member of staff. They are also able to contact outside agencies if they feel this is a more appropriate way forward.

All staff must report to management immediately if inappropriate or unacceptable behaviour is displayed towards a child and act accordingly to safeguard that child from any further incidents.

Any allegation of abuse or bullying will be properly investigated and recorded by the registered manager or provider, who will be responsible for ensuring appropriate action is taken without delay.

The Home is proactive in safeguarding and protecting children in the home. We believe that with high levels of staffing and supervision within the home, the opportunity for bullying or potential child protection issues is minimised.

### 7.3 Children missing from Home.

Any incident of a child missing from the house without authorisation will always be taken seriously.

We realise there are times when a child feels unable to cope with certain situations and will leave the house without permission or notification. A vulnerable child can make themselves more exposed by going missing.

The staff team will always actively search the local area and try and contact that person. The home abides by its strict policy and procedures to always ensure the utmost safety of its children.

The home's policy is compatible with their local policies, local authorities (Kent) RMFHC protocols and those of the placing authority, as specified in that person's care plan. (*See Missing Person's policy*) It is the local Authorities' responsibility to complete a return home interview within 72 hours.

Depending on the nature of the child as identified within their risk assessment, age, and length of time missing, the police, child's social worker, and parent(s) where appropriate, will be notified. Each period of unauthorised absence is recorded by the registered manager/staff team and amendments to the risk assessment, the Child success plan, and the Day-to-Day plan are amended as necessary. Children identified as High/Critical about risk category information is shared with local services (Social Services, Police, Fire, etc.) and per the agreed placement/care plan.

All paperwork systems are now implemented on clear care. The Home is responsible for weekly monitoring and will identify trends, themes, and patterns with the young people, from these strategies will be put in place to support the children in the home.

By adopting good communication skills with all children, the staff team in the home will encourage children to talk about their concerns and worries, strategies to assist them in identifying coping strategies as alternatives to absconding. This has proven to be the most effective way of reducing the number of children absconding and adding to their difficulties.

### 7.4 Anti-bullying

The staff team is very proactive in preventing any form of bullying or intimidation within the home. Bullying is a rare occurrence due to the high levels of supervision and a subject that is regularly discussed in the weekly house meetings which incorporate 'respect for others. Staff members have a responsibility to ensure that bullying is prevented at all levels inside and outside of the home and acceptance of others is promoted throughout the organisation.

The staff team encourages the children to voice any concerns they may have at any time and will always include this in their key working sessions.

We prevent bullying from taking place within Nonna's by:

- An approachable staff team.
- Having an anti-bullying policy in place for all staff to read
- Training for staff on preventing and managing bullying.
- Incorporating this subject in the children's guide to include help numbers.
- High levels of supervision-one to one staff at all times
- Close liaison with schools and colleges and their tutors/teachers
- Children carry a mobile phone if out unsupervised in the community, or have a way of contacting us
- In-house workshops on bullying for the children
- Regular Key-working sessions
- Always maintaining and promoting respect for others
- Information leaflets are provided and displayed for children to refer to

- Children's commissioner information is also displayed and included in the children's guide.

### 7.5 Consequence to Behaviours.

The Home and staff team recognise the importance of teaching the children how to behave in what is considered socially acceptable today. We believe that they should be aware of their behaviours and the impact they could have upon others and ultimately themselves.

Consequences may range from an apology, withdrawal from the situation, verbal reprimands, loss of privileges, loss of leisure activity, grounding, or increased supervision. The agreed consequences to actions are incorporated in the placement plan/Child success plan and agreed upon with the placing social worker.

We believe that children respond better to rules if they can contribute to devising them and that they are reviewed regularly. The staff team at Nonna's will ensure that the house policies (rules) and boundaries are maintained fairly and consistently by all staff.

Where the children struggle to follow the boundaries, the adults will be required to consider all aspects of professional curiosity. Was it accidental, or an aspect of the Child's behavioural problem, is it due to their level of understanding or function?

The adult will address the concerns and look at identify strategies to prevent further incidents from occurring. Appropriate Consequences can be used, taking into consideration the trauma the child may have experienced. Consequences should be delivered in a Peaceful way.

All consequences are recorded and documented fully and are monitored by the management team.

### 7.6 Non-permissible consequences.

Nonna's is committed to ensuring that all consequences used within the home are safe, proportionate, and in line with legislation and guidance. Non-permissible consequences are strictly prohibited and include any form of corporal punishment, deprivation of basic needs such as food, drink, sleep or access to healthcare, the use of humiliation, intimidation or degrading treatment, or any measure that may harm a young person physically or emotionally. The home does not use consequences that restrict contact with family (unless directed by a court), or those that could negatively impact a young person's education or wellbeing. All staff are trained to use restorative and therapeutic approaches, focusing on understanding behaviour, repairing relationships, and supporting young people to learn and develop in a positive and respectful way.

### 7.7 Positive Restrictive physical intervention.

Nonna's ensures that staff are trained to prioritise de-escalation, using calm communication and diversion techniques to reduce heightened situations wherever possible. All staff complete a 2-day Team Teach training programme, which equips them with the skills and knowledge to safely manage behaviours, including both de-escalation and approved restrictive physical intervention techniques. This training is refreshed annually to maintain competence and ensure practice remains safe and up to date. The home promotes the importance of building positive, trusting relationships with young people, recognising that strong relationships are key to reducing the need for any form of restrictive intervention.

Restrictive Physical Intervention (RPI) is understood as the overarching term for any action that limits a young person's movement to prevent harm, with restraint being a specific type of RPI involving direct physical holding. Within the home, any form of restrictive physical intervention, including restraint, is only ever used as a last resort, when all other de-escalation strategies have been exhausted.

Restrictive physical intervention may only be used in situations where:

- A child is attempting to harm themselves
- A child is attempting to harm others (peers, staff, etc)
- A child is causing serious damage to property

Staff are fully aware of the potential psychological impact that restrictive physical intervention may have, particularly in relation to a young person's past experiences and trauma, and act with sensitivity and care at all times.

All incidents of restraint are clearly recorded and documented. The management team are informed of all incidents, with monitoring and oversight in place to ensure practice remains appropriate and proportionate. All individuals involved are offered a debrief to reflect on the incident and support learning. Following any intervention, young people are reminded of their right to make a complaint and are supported to do so if they wish. This is also recorded within the restrictive physical intervention report.

In line with proportionate and child-centred practice, not all forms of physical contact are considered Restrictive Physical Intervention (RPI). For example, gently guiding a child by placing a hand on their shoulder or holding their hand to support them in moving from one area to another, where there is no resistance, distress, or restriction of their liberty, would not be recorded as an RPI. These forms of supportive, low-level physical contact are part of everyday care and are used to provide reassurance, guidance, and safety. However, staff remain mindful that if a child resists, becomes distressed, or their movement is restricted to manage risk, this may then meet the threshold for RPI and should be recorded accordingly.

### **7.8 Recording and reporting.**

All incidents of inappropriate behaviours including physical intervention are recorded on clear care and then sent to the retrospective parties, this is then placed on the child's file on clear care. After every physical intervention, all people involved are interviewed and the incident is addressed in a key-working session and followed by a de-brief.

### **7.9 Safe Area Risk Assessment.**

Under Regulation 46, the independent person reviews the home's Location Risk Assessment to ensure it remains accurate, up to date, and reflective of any emerging risks in the local area. This includes consideration of factors such as crime levels, exploitation risks, community influences, access to local services, and the overall suitability of the area for children. The review provides an additional layer of oversight, ensuring that any changes in the local environment are identified and responded to promptly. Where risks are identified, the independent person may make recommendations for further control measures, helping the home to safeguard children effectively and ensure that the location continues to meet their needs safely.

### **7.10 Fire Procedures and keeping the home safe.**

Fire Regulations are in place for everyone's safety. Each child is made aware of the procedures for admission to the home.

There is a fire risk assessment in place which is reviewed and updated annually. This identifies both the engineering and procedural controls that are applied for fire safety.

The home has a trained appointed person who is responsible for regular checks on all fire safety equipment. Equipment for fire safety will be inspected and tested weekly, and a record will be kept. There are also fire extinguishers placed around the house in case of an emergency. Fire escape plans are also clearly displayed in the building.

All visitors are informed on their arrival of the fire escape plan, the exits, and assembly points in the event of a fire, and if there is a scheduled fire drill that day.

Staff are trained in all aspects of safety and emphasize to the children/young people the need to respond quickly in the event of an alarm sounding. There are ongoing discussions and workshops with the children to remind them of the procedures and how they should conduct themselves, e.g., assembly points.

Upon arrival, all children and staff are put through a fire drill to educate them in what to do in the event of a fire. These drills are recorded and documented; there is a complete evacuation of the building four times a year- twice during the daylight hours and twice in the evening.

If felt necessary a Personal Emergency Evacuation Plan (PEEP) would be put in place for a young person this is an individualised plan that outlines the specific support a child may need to safely evacuate the home in an emergency, taking into account their needs, abilities, and any additional vulnerabilities.

There is an annual inspection of fire extinguishers by an accredited maintenance company.

All electrical equipment in the home is tested (P.A.T) and tagged by a qualified electrician. Electrical items brought into the home by residents are also tested to verify their safety.

Health and safety throughout the home is risk-assessed and reviewed annually or updated if a new risk arises. Monthly checks are made by an appointed member of the team, making sure the environment adheres to regulations and is a safe environment for all children and young people to live.

## Section 8 – Leadership and Management

### 8.1 Stable and sufficient workforce.

Nonna's has a stable and consistent staff team. This team consists of the following members:

Fern Cowie- Responsible Individual  
Gill Hilton-Amzaleg – Regional Manager  
Mandy Bushell - Manager  
Post Vacant– Deputy Manager  
Aaron Gibson- Senior Shift Leader  
Lillian Lem – Residential support worker  
Callie Skillet – Residential Support worker  
Callum Gore - Residential Support Worker  
Helen Reeve – Residential Support Worker

### 8.2 Safer recruitment of staff.

The company adopts an in-depth process when recruiting new staff members. There is a policy in place highlighting the comprehensive checks that are made and in line with Kent Safeguarding Board procedures and guidelines, Children's Homes Regulations 2001, Quality Care Standard 2015, and The Children Act 1989, Volume 5.

There is a strict process we undertake to identify the right applicants from the initial job advertisement through to verified referencing and enhanced DBS checks. We promote equal opportunities, and all applications will be viewed and considered. We ensure non-discrimination based on cultural background or ethnicity while verifying work eligibility in the UK and relevant skills.

Where an individual has spent time overseas, the home must seek a certificate of good conduct or equivalent criminal record check from the relevant country, alongside a DBS check in the UK. We will also obtain verified references covering the period abroad and explore any gaps in employment history. Where formal checks are not available, a robust risk assessment must be completed, with additional safeguards in place. This process helps ensure that all staff are suitable to work with children and that safeguarding standards are consistently maintained.

When recruiting additional staff members, it is The Homes' ethos to find individuals whose aims are to safeguard and promote the health, welfare, and safety of the children and young people accommodated. Safer recruitment, as stated in the Warner report is used when employing staff.

### 8.3 The training and development of the staff team.

All staff will initially receive an in-house induction over their first few weeks of employment, which will help to familiarise themselves with the house routines, boundaries, structures, and paperwork.

This covers the health and safety aspects of working within Moonreach, policies and procedures, administration and recording, and the philosophy and expectations for our residential support workers. They are given a specified time to read the policies and procedures and undertake shadow shifts to experience all shift patterns, allowing them time to get to know the children and places.

The Staff induction booklet is to be started within 7 days and completed within 6 months of employment as per regulation.

For all staff working at Cassa Bella, there is an integral core training programme to ensure the basic competencies are covered. Core training includes:

- \* Safeguarding
- \* Child Sexual Exploitation (CSE)
- \* Emergency First Aid
- \* Food Hygiene
- \* Control and Restraint
- \* Fire Safety
- \* Health and Safety
- \* Attachment Theory
- \* Transference
- \* Separation and Loss
- \* Administration of Medication
- \* Trauma

In addition to these training courses, staff will receive specialist training equipping them with further knowledge and skills to meet the needs of the children and young people placed in our care. They are also required to undertake accredited training to the standard of QCF Level 3 in Residential Childcare (England). We aim that a minimum of 80% of the staff at Moonreach hold one of the above qualifications or higher or be registered on a programme of study working towards this.

Additional training may include:

- \* Sexual Identity
- \* Child trafficking
- \* Controlled drug administration and storage
- \* Self-harm
- \* Understanding autism
- \* Understanding Learning Difficulties
- \* Youth justice
- \* Cyberbullying
- \* Mindfulness
- \* Epilepsy
- \* Alcohol and Substance Misuse
- \* Mental Health
- \* Radicalisation
- \* Gang and Group Offending
- \* Harmful Sexual Behaviours
- \* PTSD
- \* Radicalisation and extremism
- \* COVID-19 awareness
- \* DOLS

#### **8.4 Supervision of staff and team meetings.**

Running alongside the induction package, new team members receive one-to-one formal supervision every fortnight, during their first 3 months of employment, they will then have their 3-month appraisal and will be down to the discretion of the team member and the manager if supervisions are to move to once a month or continue to be fortnightly until their 6-month probation meeting.

The management team provides 'Informal' supervision as and when it is required, which can be requested by both the team member and/or the manager. After their 6-month probation, the team member will be given monthly supervision.

The team is supervised by the homes Manager or Deputy Manager. All adults are appraised annually. Areas of training required, or skills needed to be developed, are formulated into a personal development plan, which is reviewed during supervision.

The Manager is supervised regularly by the Area Manager. In addition, the Managers have monthly group meetings/supervisions with the Pace trainer where they can discuss their homes, children, and teams. There is an opportunity for the managers to have external clinical supervision also if required.

Further support is provided through team meetings and handovers. Team meetings take place monthly, and handover meetings occur daily at shift changes to maintain the continuity of care. During team meetings, the team discusses the children in our care and how improvements can be made to support positive outcomes for the children and to ensure the team is working cohesively. Group supervision can be requested for the team if needed. Moonreach provides an external welfare service that all staff/ managers have access to if required.

### **8.5 Electronic or mechanical means of surveillance used within Moonreach.**

The home operates a sensor alarm system in the hallways and stairways. This enables sleeping-in staff to know when a child has left their bedroom during the night. There is also a door alarm that alerts staff at night when a child exits their room. The purpose of this is to ensure that children are safe during the night and to minimise the risk of any potential child protection issues. Our children are always supervised and managed well by personal contact and activity. Young people are encouraged to behave reasonably and responsibly as part of their experience with us.

- \* The hallways and stair alarms will only be activated when all children are in their bedrooms and sleeping, in when staff are going to their rooms. This alarm system is only managed by staff.
- \* On no account will the alarms be used during daytime hours or for staff members to reduce their overall supervision of the children.
- \* The home is currently fitted with Sash Jammers on the front and back doors. This does not restrict persons from leaving the house. It provides safety for the younger child presently placed in the home.

### **8.6 Management, monitoring, and review.**

In the absence of a manager, the Deputy Manager will oversee the monitoring and reviewing of the welfare of the child within the home. This is achieved through observation and interaction with the child, family/carers (where appropriate), and any professionals involved with the protection and welfare of the child. (Senior management will have oversight)

The company and the home regularly review all policies and procedures considering research developments, policy and legislation changes and developments, and information developments of good practice regarding working with children.

### **Quality of Care Review**

Regulation 45 requires the Registered Manager to complete a Quality-of-Care Review at least every six months, evaluating the standard of care provided within the home and the experiences of the children living there. This review draws on a range of information, including feedback from children, staff, families, and professionals, as well as monitoring themes, patterns and outcomes for the young people. The purpose is to identify strengths, areas for development, and to implement a clear and effective improvement plan for the home. The report is shared with Ofsted and demonstrates how the home is meeting the Quality Standards, promoting continuous improvement, and ensuring that care remains child-centred, safe, and responsive to individual needs.

### **Independent Visitor**

Nonna's is subject to monthly visits from an Independent Person, who completes a detailed report in line with Regulation 44. During these visits, the views and experiences of both young people and staff are sought to help identify strengths and any areas for improvement. The Independent Person reviews the home's systems, records, and documentation to ensure they are maintained to a high standard and are compliant with the Quality Standards. The condition, development, and overall environment of the home are also evaluated to ensure it remains safe, homely, and fit for purpose. A key focus of the visit is to ensure that young people are effectively safeguarded and that their wellbeing is being promoted. Any recommendations made are acted upon promptly by the management team, with reports shared with Ofsted to support ongoing oversight and continuous improvement.

## **Section 9 – Care Planning**

### **9.1 How we support and promote visits between the children placed and their parents and significant others.**

For children, maintaining regular contact with family, friends, and other significant individuals is an essential part of promoting stability, identity, and emotional development. At Cassa Bella, we recognise the importance of these relationships and actively support a range of contact arrangements, including face-to-face visits (both within the home and in the community), as well as telephone calls, letters, texts, and emails. All contact arrangements are agreed in consultation with the placing social worker and clearly outlined within the placement plan, detailing who the contact is with, when and where it will take place, and whether it is supervised or unsupervised. Staff ensure that appropriate planning and recording takes place, including monitoring any behaviours before and after visits, with contact regularly discussed during key working sessions.

All visits to the home must be arranged in advance and be in line with the agreed placement plan to ensure the safety of all children and appropriate staffing levels.

Where appropriate and safe, young people are provided with privacy to enjoy meaningful time with their visitors, while supervised contact can also be facilitated either within the home or in the community as required.

Staff have a duty to promote and support contact unless it is assessed as unsafe, not in the child's best interests, or conflicts with agreed plans. If a visit begins to deteriorate, staff will intervene sensitively to ensure it ends safely and, where possible, positively. Young people are also encouraged to build friendships within the local community, with visits arranged following appropriate consultation and agreement. At all times, family contact is viewed as a fundamental right and is never used as a form of control or punishment, but rather as a vital and valued part of each child's life.

### **9.2 Reviews and Placement Plans.**

Reviews will take place as per statutory requirements. All children and young people will be encouraged to attend their reviews or participate at some level to ensure that their views and opinions are heard. The child will always have their keyworker or manager present in their Reviews or a significant other who can advocate on their behalf. Children are also encouraged to complete their Review documents, but staff will provide support and assistance if required.

A planning meeting is requested by The Home within the first 5 days of placement, to enable a comprehensive placement plan to be devised and any other concerns or issues to be addressed.

### **9.3 Child success plans.**

Upon admission, and in partnership with the placing social worker, a detailed and individualised child's success plan is developed. This plan identifies both presenting and historical behaviours, as well as any underlying or contributing factors. Clear strategies are implemented to support the young person, with identified behaviours targeted through agreed, achievable goals. These goals are discussed with the young person to ensure they are meaningful, with appropriate rewards in place to promote positive behaviour and clear, proportionate consequences for negative actions.

The success plan is regularly reviewed and updated to reflect progress, changes in need, and any additional areas requiring support. The allocated key worker will explore behaviours, progress, and consequences during key working sessions, ensuring these discussions are clearly recorded. Nonna's aims to provide a safe, stable, and nurturing environment that supports each young person to develop confidence, understanding, and essential life skills, ultimately preparing them to move on successfully to the next stage of their lives.

### **9.4 Pathway plan.**

In partnership with the placing authority, an individualised Pathway Plan is developed to reflect a young person (sixteen plus) specific needs, strengths, and future goals. Throughout the placement, key life skills are taught, supported, and regularly assessed, with progress clearly identified and new targets set as the young person develops. Young people are encouraged to take responsibility for themselves, their bedrooms, and their personal belongings, promoting independence and accountability. Daily participation in household tasks, including cooking, is actively encouraged to build confidence and practical skills. In addition, young people are supported to develop essential independence skills such as budgeting, banking, managing money, and understanding bills, helping to prepare them for adult life. This holistic approach supports young people to feel confident, capable, and ready for increased independence.

### **9.5 Independent Skills Workshops.**

Adults can implement in-house workshops with the children, which can be tailored to meet each young person's needs. These include a variety of subjects and new skills such as completing application forms, budgeting, understanding health, culture awareness, gardening, laundry, housekeeping, and cooking.

Each workshop is recorded, and the participation and outcomes are documented and filed in each child's file.