



Statement of Purpose

Easter Hayston

2024

Manager: Cheryl Sharkey
Easter Hayston
Campsie Road
Kirkintilloch
Tel: 01417763426
E-mail: Cheryl.Sharkey@sparkofgenius.com

Date of publication: 04/07/17
Last updated: 9/5/2023
Last reviewed : 18.8.23
Date of next review: 9.11.2023

Contents

1. Contact Details

2. Caring for Children

- Spark of Genius Services – Aims and Objectives
- Spark of Genius & Philosophy
- Aims, Objectives and Ethos of Easter Hayston
- Service Outcomes
- How the Service Meets these Outcomes
- About Easter Hayston, Facilities and Recreational Activities
- About the Children who will live at Easter Hayston
- Admission Procedures and Transition Planning
- placement planning and Outcomes Measurement
- Safeguarding Children and Young People
- Consultation with Young People, Families and External Agencies
- Anti Bullying Procedures
- Promoting Cultural, Linguistic and Religious Needs
- Anti-discriminatory Practice
- Children Missing from the Home
- Suggestions and Complaints
- Emergency Procedures

3. Promoting Positive Behaviour

4. Education

5. Health

6. Staffing Matters

- Appendix 1 Staffing Structure
- Appendix 2 Staffing Information
- Appendix 3 Staff Team Experience

1. Contact Details

Registered Home Details

Easter Hayston

Campsie Road

Kirkintilloch

G33 1RN

Residential Manager

Cheryl Sharkey

Easter Hayston

Campsie Road

Kirkintilloch

G33 1RN

Responsible Individual

Stephen McGhee

Spark of Genius

Trojan House

Pegasus Avenue

Business Park

Paisley

PA1 2BH

Email: stephen.mcghee@sparkofgenius.com

Tel: 0141 5872710

Registered Provider

Spark of Genius

Trojan House

Pegasus Avenue

Business Park

Paisley

PA1 2BH

Tel: 0141 5872710

2. Caring for Children

Spark of Genius ~ Aims and Objectives

We aim to function as one coherent residential child care system, with consistent policies, practices, procedures and management across all of our homes. As part of this system, we will deliver care to the standards set out in the National Care Standards.

We can provide care for a group of up to five young people, on a medium or long term basis.

In all cases, our overall **Aim** is to provide care which:

- Helps a young person to make sense of past experiences and to develop coping strategies to deal with these.
- Provides young people with positive, stimulating and enjoyable experiences.
- Helps young people (and wherever possible their families/networks) to plan towards and achieve a positive and successful future.

Our Objectives are:

- To provide each individual young person with the highest quality of care and support achievable.
- To promote young people's self-confidence and self-esteem within a framework of equal opportunities and anti-discriminatory practice, recognising their individual potential and needs.
- To safeguard young people and promote their welfare, including positive health care and health education.
- To promote educational opportunities and achievement.
- To promote young people's contact with their families, unless this is clearly and explicitly determined not to be in their best interests.
- To promote young people's integration with the wider community/supportive networks.
- To assist with the preparation for all young people for an independent and fulfilling adult life.
- To work effectively as part of a multi-disciplinary team to ensure that the best interests of the young people and their families are met.
- To advocate on behalf of young people to assist them in achieving their potential

We are able to offer a truly integrated and holistic approach to service delivery and we are fully committed to:

- Adopting new and emerging practice models and assessment frameworks.
- The implementation of best practice and learning from research, theory and developments in the field of residential child care and education.
- Safer recruitment practices.
- Specialist training and continual professional development of staff teams.

Spark of Genius offers fundamental core services:

- Residential Care
- Education
- Crisis Intervention
- Community Support

Our service is fully integrated so that a young person is able to transition smoothly between services at different points and developmental stages in their lives. Our model of child care offers a unique opportunity to personalise a package of care and education to meet the specific needs of each child being looked after at Easter Hayston. Where possible, we endeavor to prepare the young person for integration back to their family environment and community. Over the last ten years, as an organisation, we have developed a comprehensive range of services for children who require specialist care and expertise which is often unavailable within their local authority provision.

We aim to provide an optimal care setting for children in a group living environment whilst recognising that a key element of working with a diverse age range is to ensure robust safeguarding policies and procedures are in place, which meet the diverse developmental needs of the young people.

We ensure this through:

- Expert assessment of need.
- Ensuring that all placement plans and placements are appropriate for the care environment through careful placement matching on admission.
- Creating a culture of support within the peer group environment
- Ensuring that all practitioners are aware and respond appropriately to the needs of the different age groups and developmental stages (training is specific to the age ranges and range of needs within the house at any time).

We have developed a staffing structure which consists of three staff on shift at any time on a rotational basis and two waking night staff to meet the child's needs when at occupancy. We will increase staffing wherever required according to the needs and demands of the group.

Spark of Genius ~ Ethos and Philosophy

The Health and Social Care Standards identify five core principles which contribute to quality care practice in all residential settings, these are:

1. Dignity and Respect
2. Compassion
3. Be included
4. Responsive Care and Support
5. Wellbeing

Spark of Genius seeks to promote all of these principles at all times, by way of the following examples of good practice:

Dignity and Respect

- Spark of Genius supports, promotes and complies with the European Convention on the Rights of the Child.
- Staff have an active awareness of each young person's child's racial, cultural, religious and dietary needs, enabling the celebration of difference for all.
- Spark of Genius uses techniques for managing young person's behaviour based principally on positive reinforcement and reward, avoiding punitive measures in reaction to negative behaviour(s), so that young people can learn from their mistakes and from the pro social modelling of staff and the adults around them.
- Information about all young people will remain confidential; information about one young person will not therefore be disclosed to another, or to any inappropriate source without permission.

Compassion

- All young people will receive sensitivity in practice, especially when dealing with personal issues.
- Spark of Genius provides a living environment and operational culture which places the needs of the young people as paramount, above all others.
- Care is taken to ensure that a homely environment is maintained, and the home does not develop an overtly institutional feel
- Spark of Genius actively promotes family contact, as appropriate and as agreed in the Care Plan for each young person.

Responsive care and support

- Spark of Genius provides a living environment and operational culture which encourages the development of self-confidence and allows young people appropriate opportunities to take some calculated risks within their learning journey.
- At Spark of Genius, each young person is able to access and record in their own personal file.
- Spark of Genius has developed an independent living skills programme, for young people to use in their learning journey towards independent living.
- The provision of clear information about how to complain or to resolve minor issues is available, to all young people, at all times.
- All young people have access to an independent advocacy service including the provision of a free-phone telephone service and text helpline to senior managers.

Be Included

- Each young person is encouraged to personalise their own bedroom within reason.
- New young people (following initial settling-in) will each be encouraged to personalise their own room.
- Young people are actively encouraged to share and influence (age appropriately) the day-to-day routines and practices within the house through a variety of means, including attending residents meetings.
- Young people are encouraged to exercise their own religious and cultural preferences.
- Young people are actively encouraged to partake in a wide variety of leisure activities.
- Each young person is given the opportunity to actively engage in, and influence the planning and delivery of services for them.

Wellbeing

- Spark of Genius provides a safe physical environment.
- Spark of Genius actively promotes social learning, so that all young people can learn to understand their rights and responsibilities within the home, within the community and towards others.
- All young people are made aware of how they should expect staff to behave, and what they should do if this is not their experience.
- All young people are provided with guidance and support, which informs them about how to influence decisions about their future.
- All young people are provided with information about the independent advocacy service and of how they can pursue a complaint (both formal and informal).
- A system of care planning and reviews (LAC system) is used throughout to ensure that service provision most appropriately meets health, education and social needs in order to maximise the future life chances for each young person.

Aims, Objectives and Ethos of Easter Hayston

Easter Hayston is a residential children's house owned by Care Tech and operated by Spark of Genius: Easter Hayston is one of nineteen residential houses throughout Scotland and England. Spark of Genius offers residential care for up to 5 young people within residential houses most of which are semi-rural with vast amounts of outdoor space. Spark of Genius also provides education packages and has 2 education sites that young people can access. All our houses provide a high quality, therapeutic & homely living environment to support children and young people with a variety of needs

Easter Hayston is registered to care for up to 5 young people aged between 8 and 18 years however currently has a condition to allow for a name 5 year old. Easter Hayston supports children and young people with a range of different needs including social, emotional and behavioural difficulties, attachment and trauma, ADHD & Autism.

Easter Hayston is a large 5-bedroom house located within the outskirts of Kirkintilloch area. The house provides an open plan environment for young people with a large kitchen and dining area. The interior of the house provides a nurturing approach with homely furnished bedrooms and inviting communal areas including two spacious & comfortable lounges each with a TV , DVD player and a range of DVD's and games for the young people to use at their leisure.

Each young person's bedroom is spacious and provides a safe space for our young people to relax and spend time. Each bedroom is furnished with a double bed, TV (where appropriate/age and stage) and appropriate storage for clothing and personal items. Staff

encourage and support young people to personalise their bedrooms with a choice décor and soft furnishings.

Easter Hayston has a large garden with a grass area which has swings, trampoline and plenty of space for playing football and exploring wildlife and nature. Additionally, Easter Hayston has a large patio area with seating which allows for a quiet area for relaxing or in summer months enjoying dinner alfresco.

Easter Hayston supports young people to access and attend education with many of our young people accessing our education services, attending mainstream schools, alternative education or training and work placements.

Aims

At Easter Hayston we aim to provide a nurturing, therapeutic environment where our young people

- Feel safe and secure & are free from harm and abuse
- Are supported to access education and reach the full academic potential
- Have their views and wishes listened to and their rights promoted & respected
- Are supported to work through their emotions & difficulties
- Are supported to (where appropriate) continue their relationships/build and repair relationships with their families
- Are supported to be as independent (age appropriate) as possible through guidance and learning of essential life skills

To do this we provide a structure, routines and stability using a nurturing and trauma informed approach which allows our children and young people to feel safe and secure and promotes positive relationship building. We also work closely with families and other professionals involved in the scaffolding of help for each of our children and young people.

At all times we ensure that we follow the SHANARRI Principles and the Health and Social Care Standards: My Life, My Support.

Objectives

- 1. I experience high quality care and support that is right for me-** All children and young people have individualised plans which are reviewed and updated by their key team in consultation with social work, families (where appropriate) the young persons and other professionals involved in the young persons care plan. Within Easter Hayston everyone will be accepted and valued as an individual and prior to any admission of a young person to Easter Hayston a matching

process would be undertaken to ensure the service were able to provide the support and care needed to meet the young person's needs.

- 2. I am fully involved in all decisions about my care and support-** All children and young people are encouraged to make informed choices regarding their care. They are supported to attend and participate in case team meetings, LAAC reviews and other professional meetings. All young people have access to advocacy through our designated Who Care Scotland Worker Amy Goodwin.

- 3. I have confidence in the people who support and care for me -** All children and young people will supported by a staff team who have received appropriate training, opportunities to gain relevant qualifications and skill set to match the young person's needs. All staff are PVG checked and have gone through a safer recruitment procedure. Prior to any young person being admitted to the service they are provided with information regarding the organisation and service available. All children and young people are provided with a child friendly welcome book followed by a visit to Easter Hayston and the opportunity to meet the other young people and staff where possible through a planned transition.

- 4. I have confidence in the organisation providing my care and support-** All children and young people are given opportunities to express their views in relation to the care and support they are receiving. Staff encourage children and young people to attend young persons meetings, access Mind of My own and complete suggestion forms. Children and young people are involved in creating activity planners and food menus alongside personalising communal areas of the house and garden.

- 5. I experience a high-quality environment if the organisation provides the premises-** At Easter Hayston all children and young people are provided with a safe, homely, therapeutic & nurturing environment where each young person has their own personal safe space which ensures dignity and privacy. All children and young people have their own bedroom which provides a safe space which staff encourage each young person to personalise with their preference of décor and soft furnishings. Easter Hayston has 2 communal lounges and a dining kitchen all decorated and furnished to high standard to provide a homely nurturing environment. Children and young people have access to a large garden which provides opportunity for outdoor play and physical activity.

We place great value on collaborative working and we have strong links with social work departments, specific psychological and intervention services, CAMHS, health professionals and many other external agencies. Working with the parents and carers of young people in our care can positively affect outcomes for the young people therefore we are committed to the promotion of home contact if this is appropriate. We agree family arrangements with the case holding social worker and the arrangements for managing contact are clearly set out in the child's placement plan. Our aim is to support the child, significant others and the placing authority with family arrangements; and this can be done by providing transport, making space available within the house or by supervising contact if deemed necessary. Our staff team will write up and provide feedback of any observations noted during periods of contact and we will raise any issues which may have arisen, as well as offering advice on adapting and supporting contact arrangements which leads to enhanced and positive experiences for the young person.

Easter Hayston will not tolerate any form of discrimination, injustice or inequality. Staff are committed to the elimination of all forms of discrimination and to creating equality of opportunity for everyone, regardless of their gender, race, disadvantage, disability, culture, religious beliefs, age, sexuality or social class. Staff will receive training and support to raise awareness of discriminatory practice and the house has a robust 'Anti-Discrimination' policy which all staff will be familiar and confident with. Staff will attempt to build an in-depth understanding and knowledge of each young person so that their insights can be employed in subtle and thoughtful ways to ensure that the child is getting feedback which ensures that they feel valued.

Easter Hayston Service Outcomes

The outcomes we aim to achieve for our young people are:

- To feel safe and valued within a warm and nurturing environment.
- To be looked after by an appropriately skilled and caring staff team.
- To have continuity of care
- To actively learn according to their age and stage of development.
- To be encouraged to develop their own identity, enjoy new experiences and to develop a wider social network.
- To participate in local and wider community based leisure activities.
- To participate in a wide range of activities which promote self-esteem and confidence.
- To develop independent daily living skills such as cooking, personal care and safety.
- To sustain and develop new skills to improve their quality of life.
- To engage and develop new friendships.
- To eat healthily and enjoy a wide range of activities which promote good health and wellbeing.
- To have the opportunity to influence decisions which affect them.
- To participate in an active role in the planning and delivery of the service.
- To participate in educational sessions which support the 24 hour curriculum.

How the Service Meets these Outcomes

At all times, we aim to provide a safe and stimulating environment for all of the children and young people placed in our care. The service will focus on delivering realistic and achievable outcomes for children and young people and will follow the National Minimum Standards. The Residential Manager and staff team will ensure that safeguarding activities are embedded in the service and health & safety legislation are adhered to.

The service is regularly inspected and monitored by:

- Regular quarterly monitoring audits completed by the Residential manager
- Regular Quality Improvement inspections completed by SMT
- Regular Care Inspectorate inspections
- Health and Safety inspections
- Food Hygiene inspections
- Regular, statutory service of equipment inspections

About Easter Hayston, Facilities and Recreational Activities

The house is well equipped and furnished to help instil a feeling of homeliness and comfort, with all changes to communal decor receiving input from the young people living there. The house has two living spaces offering a range of environments from peaceful and relaxing, to a games area with a variety of activities on offer. To the front of the house there is an extensive garden and patio area where young people can enjoy the space and tranquillity on offer, as well as vast panoramic views. There are two bedrooms on the ground floor both of these with ensuite bathrooms and three bedrooms on the first floor with 2 communal bathrooms.

Kirkintilloch is a town within East Dunbartonshire which offers a great range of amenities including a good range of local shops, supermarkets, Bowling clubs, Golf clubs, Sports centre, Southbank marina, Forth and Clyde canal walk and cycle paths. Excellent local schools including Lairdsland Primary and St Ninian's. The Lenzie station is only a 5 minute drive away with frequent services to Glasgow Queen Street. Over the past few years, Kirkintilloch has benefitted from a £50m investment programme (Kirkintilloch Initiative) which has included rebuilding of Kirkintilloch High and St Ninian's Secondary schools, construction of a new recreation centre, Southbank marina and a new direct road link from Kirkintilloch to the M80. Commuting to anywhere across central Scotland is very quick and easy from this popular town. Easter Hayston sits just outside the main village providing a rural feel without being cut off.

Admission Procedures and Transition Planning

We accept placements for children and young people aged between 5 -18 years who will benefit from living within a residential group living environment. The risks and needs of these children are not at a level where an individual placement is required, and there are no critical issues which would illustrate unmanageable risks to other children/young people already in placement. Easter Hayston can provide care for young people experiencing social, emotional and behavioural issues and learning difficulties.

All admissions are undertaken following an in-depth assessment of needs and risks. Where any risks are identified, these are not seen as inhibitors for placement, but are considered on the basis of the ability to safely manage risk and to put appropriate support plans in place. However, of paramount importance is the safeguarding of children and young people in our care, and therefore we would not accept a child into placement who may pose an unmanageable risk to themselves or others.

Spark of Genius believes in developing child-centred, bespoke packages of care and education and therefore we ensure that we can meet the needs of the child being placed with us and also the needs of the young people already in placement.

We accept same day placements if it is felt appropriate and that a 'quick' transition will benefit the child; providing the objectives of the placement are aligned with the house's purpose, and where appropriate planning can take place. We will also ensure that this does not impact the current group of young people.

Once a placement has been agreed the process of 'joining' the house is carefully managed in line with attachment informed practice as we fully recognise the importance of pre-placement planning to minimise any possible anxiety and trauma. The young person is very much involved in the planning of his/her transition alongside the local authority and this is carried out at their own pace, in line with their own individual needs.

This process is individual to each young person and is tailored to best support them and their needs however may routinely involve visits to the young person in their current placement, the young person visiting Easter Hayston, having lunches/dinner, seeing their room, making choices about their own furnishings and décor and spending time with other children/young people and the staff team. This 'positive claiming' process helps the young person to feel that they 'belong' to the house and that their choices and views are firmly valued.

Whenever possible, a house visit will be arranged by the Residential Manager and/or key worker to visit the child/young person in their family home or previous placement, to prepare them for the transition. In addition, a 'Young People's Guide' will be forwarded to the young person; and contact will be established with the current carers; this will enable any questions that the young person may have to be answered, to provide reassurance and for any concerns which they may have to be resolved.

We will work very closely with the referring Social Worker to gain all of the information required to enable a comprehensive, formal assessment of risk to be completed and to devise an initial 'placement plan' which will clearly outline the purpose and aims of the placement beforehand. A designated key worker will be carefully matched with the child; they will meet with professionals, previous carers and any other significant adults to obtain as much information as possible about the child in order to create an accurate assessment of current levels of understanding and functioning. A young person's profile will be written which details daily routines, strategies for behaviour management, likes and dislikes and any potential risks and this will ensure consistency of approach by the staff team following admission.

A pre-admission planning meeting will always take place prior to admission. In exceptional circumstances, this will take place at the time of admission. There will also be a

post-admission meeting held within three working days to discuss how the young person has settled in, as well as share any more relevant information and plan for the future

Emergency Admissions

We understand that it is not always possible to plan placements when a crisis situation develops. The need to act quickly in order to meet the young person's need is paramount and therefore we are able to accommodate situations like this as quickly and as smoothly as possible if necessary. Emergency placements are available within Spark of Genius, however we would always like to be notified at the earliest opportunity so that we can manage the transition as effectively as possible whilst minimising any stress for the young person.

In addition to the aims, philosophy and remit of the home and focus of practitioners, transition and exit planning is discussed from the onset of the placement. Our role is to support all children and young people where possible to attain a positive transition to:

- **Prepare for Independence:** All staff are aware of the requirements of pathway planning and this is an integrated part of staff training at Easter Hayston. Staff will ensure effective multi-agency collaboration and attainment of a young person's goals in this area, which is integrated throughout our approach in respect of vocational training, social and life skills work.
- **Return Home:** Staff will work closely and sensitively in supporting children to return to their family and community and to provide outreach support services where required.

Placement planning and Outcomes Measurement

Each young person will have their own individual residential placement plan, which addresses their particular needs with regards to health, education, emotional and behavioural development, identity, religious and cultural beliefs, family and social relationships, social presentation, communication profile and self-care.

Identifying and improving the outcomes for each young person is a priority area and primary task within Easter Hayston.

We maintain this focus by utilising:

- Group discussion, case studies and consultation.
- The young person's views, wishes and aspirations.
- Individual placement aims, key tasks, objectives and timescales. These are updated as the child develops and their progress is evaluated.
- Educational attainment.
- Health checks and specialist assessments.
- Structured assessments to chart progress and highlight areas for development.

This data will be analysed on a regular basis by the house's management team and this will then inform updates to the placement plan, statutory reviews and practice. The child's progress within their placement plan will be informally reviewed through internal auditing and also discussed formally at regularly arranged reviews and professionals meetings. This is an opportunity to look at the existing plans in place for a young person and the service which they are receiving. Following these reviews, the placement plan can be amended to take into account any changes in circumstances, concerns or issues.

Access to Records

Except for information/material held in the confidential section of their files, children will be actively encouraged to take an interest in records held on them, to be involved in the personalisation and writing of their files and to read and comment on them. Any information held on a child's file which has been written by a third party or does not have the permission of the author to share will not be shared with the child, and will be held confidentially. Before records or files are shown to children, consideration will be given to the likely effect of sharing the information. However, all information contained outside the confidential section is normally accessible. If in doubt or if there are concerns about the likely effect on the child, the supervisor or manager will be consulted.

Should staff need to share information provided by previous carers or third parties they will:

- Read the records/reports beforehand
- Speak to the authors if possible
- Collate the records in chronological order
- Give thought to what questions the young person may ask
- And/or what other information may be required
- A note should be placed on the Daily Records each time a child has access to records or his/her file.

Safeguarding Children and Young People

All staff will endeavour to build warm relationships to create emotional security in the belief that children are more inclined to seek understanding of past experiences from a secure position.

We will we do this by:

- Spending time playing and sharing in fun activities.
- Seeking opportunities to show children that we care and that they matter by being affectionate in as many appropriate ways as possible.
- Being consistent in our behaviour and our expectations.
- Providing comfort during difficult times.
- Modelling and promoting appropriate physical contact. This will be 'prescribed contact' which will entail hugs, handshakes and tactile gestures to convey warmth and sincerity.

The key worker will ensure that:

- The child is registered with local health services and attends all appointments.
- The child is supported in attending any prescribed therapeutic services.
- The social worker maintains regular contact and ensures statutory reviews are upheld.
- The placement plan and individual risk assessment is kept up to date and adhered to.
- That an individual health plan is maintained which will chart medical history, monitor personal care and raise awareness of physical, emotional and sexual health issues.

All staff are trained in the administration, storage and recording of medication through the local pharmacy. The organisation also has a robust Administration of Medication policy which all staff are aware of and have access to at any point. Any young people who require medication of any kind will be treated with dignity, privacy and respect in its administration and, where deemed appropriate, they can be involved in the administration of their own medication.

All staff are trained in dealing with issues of substance misuse. We maintain close links with local health providers and have a clear Substance Misuse policy which all staff will be familiar with. There is a clear reporting procedure which is displayed in the staff office, and, where necessary, young people will also be made aware of the potential ramifications should they misuse drugs/alcohol, while also accessing relevant supports. This is reinforced during group discussions, 1:1 key time and on notice boards. This encourages secure attachments and helps to build warm and nurturing relationships with staff. The organisation also has a Consultant Psychologist, Dr Marie Holmes, who can offer support in terms of a young person's addictions or reasons for misusing substances.

We will ensure that we protect each young person from teasing or bullying by assessing the potential risks and by challenging **all** occurrences. Every incident and complaint will be recorded, investigated and reported to the placing authority. Support will be given to both the victim and the young person who may have caused the distress. The home has comprehensive 'Child Protection', 'Suggestions and Complaints' and 'Anti-Bullying' Policies which all staff are familiar with. Additionally, 'child friendly' versions are available.

All staff; receive training and information in the following areas:

- Child protection
- How to deal with a Child Protection disclosure
- Multi-agency commitment
- Internet Safety Policy – monitoring and support and awareness raising
- Promoting awareness of personal safety via discussion, learning resources, role modelling, guidance and encouragement
- Aim to reduce absences/missing young people
- Risk assessment compilation
- Safer recruitment checks
- Adequate staffing levels
- Staff training and development
- Monitoring of visitors and home contact supervision

Staff always listen to children and young people and take seriously any concern or allegation which is made. They are careful to avoid leading questions or promises of confidentiality. The manager will maintain regular contact with the relevant Social Workers and will discuss any relative issues regarding the young people with them. Any significant event will be reported to the Care Inspectorate. The manager will maintain contact with the internal Child Protection Officer (CPO) in relation to any issues or allegations related to staff.

Managing Allegations

The Residential Manager is responsible for coordinating any Child Protection referrals, concerns and allegations. Spark of Genius has a comprehensive policy which is referred to by all staff and which contains the necessary guidance and instruction. Once a concern or allegation has been made or raised – the Residential Manager will inform the organisation's Child Protection Officer (CPO) and then will notify and co-operate with the Local Authority in the area where the allegation/concern is suspected.

The Local Authority will advise on the actions/measures that must be taken including notifications to the following:

- The Child(ren)'s Social Worker(s), and come to a decision about notifying parents and any actions that need to be taken to protect the child(ren) e.g. whether it is necessary to change placements.
- The Police, if a Child Protection Enquiry is initiated.
- Referring the member of Staff to the SSSC.

In consultation with all of the agencies, decisions will need to be taken about the ongoing safety/placement arrangements of the Child(ren) and the alleged perpetrators e.g. it may be necessary to move/ or suspend staff or move/transfer children to another house or placement. If such a decision is made, the Local Authority will be notified as will the police if deemed necessary.

Staff are trained on mandatory safeguarding and child protection training on how to respond to allegations made by children in their care and this includes how to respond verbally, how to record and the reporting structures they need to operate within. The placing authority of each child placed will be made aware of the need for such procedures and enter into an agreement with the Residential Manager as to how these will be used when the child is placed. This agreement will be recorded in the placement plan.

Easter Hayston is formally inspected by the Care Inspectorate on an annual basis through the means of an unannounced inspection. Easter Hayston is also subject to robust internal scrutiny by being audited quarterly in the form a Quality Improvement visit. The Residential Manager will also complete a three monthly monitoring report in respect of the operation of the home. As part of these processes, young people, families and other professionals will be consulted regarding the quality of care being received by the children and young people who live there.

Sexual Exploitation of Young People

With regards to sexual exploitation, we are very proactive and will focus on early identification and intervention strategies in working with young people who may be deemed to be at risk. We are aware that all vulnerable young people, both male and female, are at risk of sexual exploitation, therefore raising awareness and protection of all of our young people will be our main aim. Any young person thought to be at risk of sexual exploitation will be assessed using the Spark of Genius in-house risk management tool.

We will ensure that all staff are up to date with legislation and guidance, and ensure that they are trained to recognise the warning signs and risk factors involved in the sexual exploitation of young people by engaging with relevant professionals to deliver training. We will ensure that our policies and procedures are in line with up to date legislation. Spark of Genius will work with, and ensure information is shared as a matter of good practice, with other agencies including Local Authorities, Police, Education, Health and Specialist Services working with sexual exploitation, to ensure a Multi-Agency approach/response.

Threat of Online Sexual Exploitation of Young People

Spark of Genius are aware that there is a serious threat of the young people being exploited online and as such we are committed to implementing the framework set out by The Child Exploitation and Online Protection Command (CEOP). We do this by ensuring staff are armed with the knowledge to identify the young people who may be vulnerable to exploitation, and know what to do when they are identified. There is an organisational commitment to implementing the following: Working in partnership, staff training, IT policies, increasing the young people's knowledge, increasing the young people's resilience and maintaining a commitment to the principles set out by CEOP. This is achieved in Easter Hayston by utilising the in-house CEOP Ambassador who is able to deliver training to staff and workshops to young people.

Threat of Radicalisation of Young People

Spark of Genius are aware of the serious threat of young people becoming radicalised and as such we are committed to implementing the Prevent Strategy set out by HM Government. We do this by ensuring staff are armed with the knowledge to identify the young people who may be vulnerable to radicalisation, and know what to do when they are identified. There is an organisational commitment to implementing the following: Working in partnership, staff training, IT policies, increasing the young people's knowledge, increasing the young people's resilience and maintaining a commitment to the principles set out within the Prevent Strategy.

Gang Activity

Spark of Genius are aware that when a young person goes missing they may become involved or associate with 'gangs', and we will work with the young person to raise their awareness of the dangers of becoming involved in 'gang cultures'. We will support all young people who are already associated or a member of a gang, to protect them from the associated risks of gang activity. Spark of Genius recognise that friendships within groups are a normal part of growing up, and these groups must be distinguished from 'street gangs'.

We will:

- Make a return home a positive experience for the young person
- Take time to listen to young people
- Raise awareness of 'risky' behaviours
- Educate young people about 'healthy relationships'
- Find ways to work with the 'push-pull factor' for going missing by listening and talking to young people when they have been missing from placement.
- Support young people in making positive attachments and in building relationships within the house using our 'authentic warmth model' of working with young people
- Support building self-esteem in young people
- Address any issues of bullying of young people
- We adopt a restorative justice approach
- Give young people a voice and to support them in feeling safe, to enable them to speak out, and to disclose if they are being sexually exploited
- Ensure that all the young person's medical needs are attended to
- Be aware of the difference between young people gathering together to socialise and gang membership.

Consultation with Young People, Families and External Agencies

Each young person will have a designated key worker who will be carefully selected due to their similar interests and proven ability in establishing a positive and strong relationship with their key-child. They will use attachment informed practice to make connections and create bonds of attachment with the young person.

They will be supportive, work closely with the social worker and family, familiarise themselves with the child's likes and dislikes, organise their medical and health appointments, be responsible for the upkeep of case files and schedule weekly one to one keytime sessions to ensure that the young person is progressing, content, making progress and achieving the goals within their placement plan.

We have daily informal opportunities to meet as a group over meal times to enable everyone to talk about their day, resolve any issues which may be around, to discuss plans, events & activity ideas. Young people are regularly asked about menu choice ideas & activities on an individual basis or through informal group discussions.

We carry out annual stakeholder surveys every April which includes electronic employee surveys, young people questionnaires and surveys sent to all parents/carers, external agencies and professionals. A response leaflet is created using a 'You Said, We Did, We Plan to...' format and this is shared with all participants, outlining plans for the coming year.

There is a formal complaints and suggestions system that the young people and their families may use if they wish to address a particular concern or make a suggestion for improvement. This is usually addressed by the manager but can be referred to an external complaints person if the young person is not satisfied with the outcome. The external complaint officer for Spark of Genius is The Managing Director, Zak McIlhargey and the children can also have independent access to this person.

Anti Bullying Procedures

Bullying at Easter Hayston will not be tolerated and within the home we have a clear 'Anti-Bullying' Policy. A copy of this is available for young people to access at any time and the ethos of the house is that of an open and honest culture. If bullying does occur, our focus is upon educating young people on what bullying behaviour is, how their behaviour was, or could be perceived as being bullying, and giving the young people different strategies to try and to address their presenting behaviour and responses to others. At times, bullying behaviour can be resolved as a group through house meetings or restorative meetings may need to be arranged between the young people involved. At times consequences are given and, or, reparation work can be undertaken, bullying is also addressed in weekly key work sessions in collaborative working with education colleagues.

Promoting Cultural, Linguistic and Religious Needs

As part of the implementation of our 'Equality and Diversity' policy, young people resident at the house are encouraged and supported to pursue any religious practice of their choice. Information about local centres of worship including Mosques, Temples and Churches of different denominations will be provided by staff, and young people wishing to participate in their respective religious practice will be fully supported by staff to a place of worship.

Within the house, young people are given privacy and space to follow their religious beliefs e.g. private time to pray is made available as well as the provision of relevant literature about different faiths. The quiet room in the house can be used as an area for meditation and prayer as well as being used for recreation and other necessary meetings. Staff will ensure that food and cooking arrangements are sensitive to different cultures and belief

Anti-Discriminatory Practice

Staff will provide assurance to all young people in our care about our commitment to challenge and to remove any forms of individual, institutional or structural discrimination, whilst promoting an awareness of anti-discriminatory practice through ongoing training and support. Set out below are principles which we aim to adopt, communicate and implement in the house:

Principles:

- Within Spark of Genius, young people should not be discriminated against for any reason.
- Racist behaviour will not be tolerated and any such behaviour will be challenged and dealt with appropriately.
- Sexist attitudes will be challenged and discussed.
- No pornographic material will be allowed within the house, and no books or pictures deemed offensive to women or men will be displayed.
- No young person will be excluded from a house because they are disabled, unless the layout of the building precludes them from physical access.
- Staff will not discriminate in their treatment of young people on the grounds of their disability or any other reasons.
- Staff will promote an awareness and understanding of disability in young people in their care and therefore work towards ensuring the best positive outcomes for individuals and others.
- Stigmatisation of any young person and for any reason is totally unacceptable.

Children Missing from the Home

We work very closely with the local police to utilise protocols and policies. Our procedures clearly interface with children's individual placement plans to set clear expectations for each and every child in care. Spark of Genius is aware that when a young person goes missing or runs away regularly from the home or school; this could be an indicator that the young person may be becoming involved in sexual exploitation, gang activities or offending behaviour. Spark of Genius will work with the Local Authority and Police to address this immediately, sharing information to ensure that we find a way to encourage the young person to make alternatives decisions.

Above all, we will:

- Maintain contact with the young person, where possible, via phone or text (using Spark of Genius devices).
- Actively search for the young people where appropriate alongside the Police.
- Engage in a one-to-one discussion with the young person about their whereabouts, and let them know that we are concerned about them.
- Support the young person in building trust and making positive 'attachments'.
- Make time to listen and understand each young person's self-perception and seek to empower them in their lives (internal locus of control).
- Encourage young people to make safe choices and to minimise any potential risks.
- Promote the experience of success by setting attainable targets and celebrating achievements.
- Ensure each young person has a clear understanding of the need to maintain behavioural boundaries.
- Regularly review risk assessments and placement plans.

Robust risk assessments are in place for all young people to minimise risk and good staffing ratios are observed. There is a clear procedure which is to be followed in the event of a child going missing. Staff are familiar with this procedure and a copy may be made available to parents/carers if they wish. When the child returns to the house, staff will notify the Police, the social worker, on call manager and any other significant adults.

Suggestions and Complaints

Easter Hayston has a clear and detailed policy regarding suggestions and complaints, and all staff and young people are familiar with these processes. There are child friendly suggestions and complaints leaflets designed by our young people themselves and information on these processes is detailed in the Young Person's Guide. We have an 'open door' policy in which young people are given the opportunity to air grievances with management and staff, in group discussions, during 1:1 key time and through their social worker, advocates, regulators and child protection agencies. Young people also have access to a telephone at all times (independent advocates and helpline numbers are prominently displayed). There is also a free text helpline for young people to use if they wish to make contact with external management.

Easter Hayston will be visited by quarterly by SMT for a Quality Improvement visit and Care Inspectorate inspectors annually. Parents may also contact the Care Inspectorate directly if they wish to make a complaint.

Emergency Procedures

Health and Safety issues are given the highest priority. Whilst all care is taken with regard to health and safety, unforeseen emergencies can occur. If this should happen, staff will remain calm and follow procedure. Staff are clear about how to contact emergency services and how to contact senior and emergency support staff out of hours. Any emergency situation will be notified to the Care Inspectorate.

The building is equipped with a fire alarm system, and there are clearly identified escape routes and all fire fighting equipment is checked in accordance with regulatory requirements.

In addition

- Fire instruction is given to all regular staff regularly.
- Any sessional or agency staff are given fire instruction at the commencement of any shift.
- All children are given fire instruction regularly.
- Any new child admitted is given fire instruction at admission
- Visitors to the house are given fire instruction as appropriate to the length of the visit
- Fire drills are held quarterly at varying times of the day, across all shifts and when a new young person moves in

A fire drill is conducted within the first week whenever a new child has been admitted to test and assess their understanding of instruction, and response to an emergency evacuation. Each young person will also have a Personal Emergency Evacuation Plan (PEEP) exclusive to them. There will be illuminated, clearly signed fire exits and the signage within the house indicates the route to be followed. There is emergency lighting which is inspected and tested in accordance with regulatory guidelines. There is a designated fire warden and person who is responsible for fire procedures identified on each shift.

If for any reason the building has to be evacuated, the young people will be moved immediately to Skypoint School and staff will have a set of keys and access to the alarm code in the event of this being necessary. Any evacuation will be coordinated by the relevant manager at the time.

3. Promoting Positive Behaviour

All of our work is underpinned by best practice and available guidance and as an organisation we feel it is imperative to maintain a progressive knowledge of informed behavioural management practice models. As an organisation, we have therefore adopted Therapeutic Crisis Intervention (BILD approved) as our behaviour management model. To support each young person in developing adaptive coping and self-management skills all staff are trained in this accredited and advanced training programme. The core of this training is to provide care workers with the skills and knowledge to support and teach young people positive responses to any difficult situations and environments.

This training teaches staff to:

- Prevent and/or de-escalate a potential crisis situation involving a young person
- Safely and therapeutically manage a crisis situation
- Be able to help children and young people improve their coping strategies

- Provide physical intervention as a last resort where necessary to keep a young person and/or others safe from harm
- Initial training over four days and then refresher training in line with policy
- Competency checks will be carried out and assessed through practice observation and in debriefing/post crisis sessions following any incidents.

The main focus of this training is on teaching staff to de-escalate potentially volatile and violent situations using their relationship with the young person and the behaviour support techniques taught on the training. The framework highlights to staff the most important tool they have when working with young people is themselves and treating young people sensitively, consistently and in a caring way is the single most important contribution we make.

The framework puts huge emphasis on de-escalating situations in the early stages of crisis however in cases of extreme behaviour which may result in physical harm or serious damage to property, and when all efforts to de-escalate a situation have been exhausted, adults are taught in the training to 'safely hold' a young person to keep them safe. Physical restraint will only be used if it forms part of the placement plan and has been agreed by the placing authority and has been discussed with the young person on admission.

The Risk Assessment and Management Plan (RAMP) will detail the best intervention strategies to employ in order to avoid physical intervention and to defuse any challenging behaviour. This is updated every three months as a minimum and always following any serious incident or change in circumstances. The Risk Assessment and Management Plan will indicate whether a young person would need to be prevented from leaving the home during a time of crisis. This would be based on clear risk assessment that they or others would be placed at significant risk. This will be agreed with the placing authority as part of the placement plan for the child. This may include the local authority, placing authority, family members, transport and local police. If a young person leaves the house without permission then an individual reporting protocol is in place which reflects their individual risk assessment and placement plan goals.

Our positive behaviour reinforcement reward systems are key in managing and promoting positive behaviour and are based on the sound understanding of the needs of our children. This is continually reinforced and good behaviour is always highlighted and praised. Every child has a bespoke plan developed based on their own areas of difficulties and strengths which we wish to continue to develop; any consequences and rewards are reviewed by the Residential Manager to ensure that they are age and stage appropriate and effective.

Child Centred Practice

Experience in the residential child care sector has shown that simply containing vulnerable young people is relatively easy. The challenge is to provide a healing therapeutic environment which introduces a different belief system for these young people. These beliefs about themselves, others and the world can transform the inner thinking of the young people and consequently impact positively on their behaviours.

Every Second Counts is our own, in house training programme for residential workers. The course comprises of three stages, each stage providing more in depth input than the last.

Stage 1- A two day training course, delivered by specific Every Second Counts trainers. The group of trainees will be mixed in terms of experience.

The course aim of stage 1 is to provide those who work directly with young people with the necessary theory and practical advice required in order to provide safe, effective care in the first instance. While this initial introduction provides elements of theory within the content, the main theme of the course is to allow staff to discuss the role and share their experiences. There is an ideal opportunity for staff with a mix of experience to gain practical, everyday advice about their job and the challenges they face every day.

Stage 1 Course Content

The role of residential worker
The principles of the National Care Standards
The young people we support
Corporate parenting
Our professional responsibilities
Beliefs, values and attitudes
IPART theory
Attachment theory
Legislation
GIRFEC
Care planning
Safe care
Our professional approach
Building relationships
Residential worker toolkit

4. Education

Education, in all of its forms, is one of the cornerstones of personal growth and development therefore all young people are actively encouraged to participate in educational opportunities appropriate to their need(s). Each accommodated young person will have a Personal Plan which outlines all plans for the young person's care and education. Where appropriate, this will also include a copy of any Coordinated Support Plan (CSP). The young person's working file will detail which particular educational establishment the young person will attend, monitoring of a young person's school attendance, parental/social work involvement in their education, dates of national examinations and any other examinations the young person may be taking. Transitions service, job centre, training schemes, employment agencies and local employers as appropriate, and, arrangements for travelling to and from school may also be included where applicable.

Spark of Genius recognises that each young person is an individual, is unique and will respond differently to various stimuli. It is imperative that any learning issues are addressed, with plans

agreed for resolution prior to the admission of any young person. Spark of Genius can offer an appropriate education package designed to meet the needs of each young person living in Spark of Genius within their independent schools. Spark of Genius houses have a dedicated 'study' area for use by all young people, complete with appropriate learning equipment, a computer with internet facilities and books. In addition, each young person has the facility for further private study in their own bedroom.

Young people will always be supported during any educational transition at both school and college and we will also work with local authorities to secure an appropriate educational placement for the young person based on recommendations of any statements and risk assessments. Where a young person finds attending school particularly problematic, Easter Hayston staff will liaise with the young person's local authority and school to develop an outreach programme aimed at overcoming any barriers and reintegrating the young person back into an education environment in the best way possible, while also ensuring they do not miss too much coursework and continue their education in house.

We aim to equip each young person with the ability to manage life events so that they can deal with adversities, recognise opportunities and ultimately shape their own future for the better. To achieve this we feel educational attainment is a key factor.

Therefore we will:

- Ensure stability and continuity of care through supportive corporate parenting and the development of secure attachment patterns in order to raise self-esteem.
- Provide individual professional teaching support (with the support of our Easter Hayston staff) to fill gaps in learning, and to coordinate integration into any other educational placements or mainstream schooling.
- There is no time limit on this process and it is accepted that for some young people a return to mainstream may not happen. We will work with the local authority to ascertain if these young people would be better suited to our school long term. In these cases our specialist teaching staff from the school will provide a broad and balanced curriculum to ensure each young person reaches their full potential.
- Liaise daily with school and provide support by encouraging regular attendance, assisting with homework and promoting after school activities through a 24 hour curriculum.
- Ensure each young person has access to a computer and a quiet space in which to study. All bedrooms are equipped with desks and chairs, and the education centre is also available to learners out of school hours.

5. Health

At Easter Hayston, we understand the value of good health and wellbeing and support our young people intensively within this focus area. Keyworkers will ensure that all young people are registered with local medical services such as a GP, dentist and optician within 72 hours of arriving at the home and that check-up appointments are made as part of the admission process. We promote healthy lifestyle choices on a day to day basis through a well-balanced diet and ample opportunities for physical activity. We support young people to attend health appointments and record the outcomes of appointments, acting upon any which require a follow up. We access local external services when required including sexual health clinics, drug support services, smoking cessation, addiction services, CAMHS and hospitals. Medical consent forms are completed upon a young person's admission to the home. Young people are educated through key working sessions, residents meetings and informal discussion regarding the importance of maintaining a healthy lifestyle.

All medication at Easter Hayston is securely stored within the staff office in a secure medical cabinet, in line with Royal Pharmaceutical Society guidelines. All young people have their own individual health files. The young people also have individual storage boxes for the storage of their medication. This is maintained by staff and checked against written record for accuracy. Weekly balance checks ensure that all medication is checked and accounted for.

Consultant Psychologist

As aforementioned, Spark of Genius provide the services of consultant psychologist Dr Marie Holmes who is able to offer a broad range of training, consultation and supports to staff in developing appropriate intervention strategies and care plans to best support young people, and is able to link in with external agencies and local authorities as appropriate.

Dr Holmes has a Doctorate in Clinical Psychology from the University of Glasgow after working for several years in both NHS and Independent services. She has over 20 years experience working in adult mental health, patient psychiatry, autism services, brain injury rehabilitation, addictions and child and family services. Alongside these roles, Marie also spent a decade working for and providing staff training for Scotland's Breathing Space Suicide Prevention Centre.

For a full range of Dr Holmes' counselling expertise and therapies please visit her page on the counselling directory at <http://www.counselling-directory.org.uk/counsellors/marie-louise-holmes>.

6. Staffing Matters

Staff Team Structure

Residential Manager

Assistant Manager

2 x Senior Practitioner

Team of 8 residential child care staff for day shifts

4 Night staff

1 Ancillary staff member for cooking and cleaning

Staff Team Supervision, Training and Development

All Easter Hayston personnel are subject to a vigorous screening process prior to commencing employment in line with Safer Recruitment and Safeguarding processes. This includes verification from the PVG Scheme, interview, and a minimum of 3 references are required, however, we request references from all workplaces where an individual has worked in child care. We also require confirmation that they are not disqualified from working with children.

Staff must complete a comprehensive induction and a six month probation period. They are supervised on a quarterly basis and appraised annually.

We have a robust annual training programme to prepare staff to work with children and young people which includes:

- Child Protection and Dealing with Disclosure.
- Health & Safety, Fire Safety and First Aid.
- Infection Control
- Every Second Counts
- Food Hygiene
- TCI
- Anti-Bullying.
- Managing Challenging Behaviour.
- Understanding Attachment Disorders.
- Child Development (a key focus to understand different needs).
- Risk Assessment and Risk Management.
- Policies and Procedures e.g. Whistleblowing.
- CEOP
- Autism Awareness

Staff also attend regular supervision and support with their line manager which covers any practice issues and identification of any necessary training required for personal development and areas of particular interest.

Each member of staff is required to register with the SSSC on commencement of employment.

Appendix 1 Qualifications and Experience of Management Team

Stephen McGhee

Managing Director

Stephen has been with Spark of Genius since 2004 after gaining an Honours degree in Business and Management and his NEBOSH qualification for Health and Safety.

He has 16 years of experience working with vulnerable children and young people in a variety of roles within Spark from Education Assistant to Managing Director.

Stephen has been central to building Spark's reputation and quality from a small, 10 young person school with 8 staff members to a large organisation with nearly 100 children and young people in our care, a further 200 in education and over 500 staff across multiple sites. Throughout this time Stephen has led key functions such as Quality, Referrals, Health and Safety, Fire Safety, Residential Care and Education Management.

Head of Children's Services

Shirley Cairney has vast experience in the field of Residential and Education Management. She started her career in 1983 and became a qualified Social Worker in 2001. She also has her PDA in leadership and management. Shirley joined Spark of genius in September 2018, after 38 years with Children & Families in local authorities. She has also been involved in working jointly with education throughout her career.

Cheryl Sharkey - Residential Manager

Cheryl started her career in child care completing her SVQ early years care and education and working within nurseries before going on to run her own child-minding service for 9 years. Cheryl returned to college and completed both her NC & HNC Social Care during which time Cheryl started working with The Mungo Foundation as a residential childcare worker within residential respite for children and young people with additional support needs, Cheryl further developed her knowledge and experience working with Capability Scotland carrying out holiday playscheme and afterschool care for children and young people with additional support needs. On completion of her HNC Cheryl spent a year working as an additional support needs assistant within an additional support needs school. Throughout her work with additional support needs Cheryl worked with a vast range of young people all which required varying levels of support.

Prior to starting with Spark of Genius Cheryl worked with Aspire Scotland for 5 years starting as a residential child care worker and ending as registered manager. During her time with Aspire Scotland Cheryl worked with a range of young people with varying levels of needs including social and emotional challenges and risk-taking behaviours including CSE and self-harm.

Cheryl joined Spark of Genius in June 2022 and has worked hard to build up a consistent staffing team which takes ownership and responsibility for the service which provides positive role modelling for our young people.

Cheryl has a nurturing and caring approach and guides her team to ensure the best possible outcomes for our young people.

