Q HOUSE

Service Document
Statement of Purpose and Function
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RESPONSIBLE INDIVIDUAL
Freddie Adu
1 Askham Road
Shepherds Bush
London
W12 0NW

REGISTERED MANAGER
Christine Fishley
1 Askham Road
Shepherds Bush
London
W12 0NW

Email: Freddie Adu: head@queensmill.lbhf.sch.uk
Christine Fishley: cfishley.205@lgflmail.org
For All Referrals & Enquiries: 0208 740 8112 / 0208 222 6044
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### 1. INTRODUCTION

A statement of the range of needs of the children for whom it is intended that the children’s home is to provide care and accommodation

Q House is a purpose built 4 bedded home designed to accommodate and support children between the ages of 8 – 18 with Autistic Spectrum Conditions, Learning Disabilities and behaviours that challenge associated with the aforementioned conditions.

We are able to support children and young people on Fully Residential, Shared Care and Short Breaks placements.

The range of needs for which care and support will be provided is the following:

1. CYP diagnosed as being on the autistic spectrum
2. CYP who have a learning disability and autism
3. CYP who may have some sensory impairments attendant with their autism
4. CYP who are technology dependant for meals attendant with their autism
5. CYP who are ambulant as the service is not adapted to support CYP with physical disabilities
6. CYP will complex needs in regards to their behaviour and autism and have high support needs
7. CYP with autism and complex health needs e.g. Epilepsy, etc.

Fully Residential, Shared Care and Short breaks will be provided for children and young people of both genders between the ages of 8 to 18, however we are able to continue supporting any child aged 19 if there is a clear transition plan in place to assist in supporting them into an Adult provision. This will be clearly agreed by all significant parties involved in the planning, care and support.

All referrals are subject to a thorough referral process with a matching and impact assessment being undertaken to assess the suitability of the young person being referred in whether their needs can be effectively met within home.

Q House wholly believes that children in residential child care should be loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their full potential.
Residential child care should value and nurture each child as an individual with talents, strengths and capabilities that can develop over time.

We believe that children and young people spending time at Q House should find it an enjoyable experience, one in which the service user can form positive attachments that give them a sense of inner security and worth and add to their emotional and physical well-being. The aim of our staff team is to understand and meet the needs of the individual service users in their care. Q House believes that consistency in care is paramount to service child-young people with Autistic Spectrum Disorders, to this end we will be committed to developing and maintaining good communicative relationships with the child young person’s home and school.

No service user is assumed to be unable to communicate their views and where appropriate, alternative communications systems are used e.g. Makaton, PECS and Sign a long as normally used by them. The service user’s opinions and those of their families or others significant to them are sought over key decisions, which are likely to affect their daily life and their future. Service user's views and feelings will be sought through appropriate methods of communication, listening to the service users/young person, listening to their families and conducting appropriate meetings, reviews and discussions with staff and key professionals involved in their care.

Q House’s philosophy is to promote integration of the service users into the local community and society as a whole thus, reducing social isolation often associated with Autistic Spectrum Disorders

Any specific work undertaken with the young people will be agreed by the placing authority/parents and any other professionals deemed appropriate.

Q House operates with an open door policy whereby children’s friends, relatives and significant others are able to come and visit at any time.

We ask that all visitors are respectful of any other child that is residing and to this end be respectful in terms of times they visit and understanding that every child has their own complexities.

Q House promote family contact and maximum home visits that work for parents and young people alike, finding compromise where necessary. Home leave can be authorized in conjunction with relevant professionals and family, for contact and transitional purposes. Individual plans for home leave/receiving visitors should be agreed through the review process and clearly recorded, including any restriction, these will be detailed within their Placement Plans. A timetable of visits should be arranged for each inter-review period, with additional visits only being arranged exceptionally.
2. **Details of the home’s ethos, the outcomes that the home seeks to achieve and its approach to achieving them**

1. The aim of Q House is to provide a safe, welcoming, homely and stimulating environment for children/young people to live in.
2. We aim to provide support and accommodation that matches as near as possible that of their home environment (where safe/good practice allows) and in any case as ‘domestic’ as possible.
3. Q House believe that all children / young persons should be given individualised support in line with their needs and wishes and children / young persons identified as having needs should receive help, guidance and support where needed or requested.
4. All children / young persons placed at Q House will experience a safe, supportive and caring ‘home away from home’ environment that is conducive to their welfare and development.
5. Within that environment, they will be encouraged to take appropriate responsibility for themselves (within their own limitations), and to be respectful to the needs and wishes of others.
6. They will be encouraged to maintain skills learned outside Q House, and to develop new ones that may aid their independence and promote their physical and emotional well-being.
7. Extending to the decoration of the home, whereby Q House management provide decoration that enables the child / young person(s) to add their preferences, personalise and provide an environment that will meet their general wellbeing. Each child’s needs are different and this is fully respected so each room will be individualised to express and showcase this.
8. Residential child care should foster positive relationships, encouraging strong bonds between children and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour.
9. Residential child care should be outward facing, working with the wider system of professionals for each child, and with children’s families and communities of origin to sustain links and understand past problems.
10. Q House value and nurture each child as an individual with talents, strengths and capabilities that can be explored and developed over time.
11. Q House strive to foster positive relationships, encouraging strong bonds between children and staff in the home based on jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable behaviour.
12. To provide communication methods that CYP are familiar to within their education and home environment. Strive to improve their communication skills (using PECS, TEACHH, Sign Along and SCERTS)
13. Consult, engage and respect the CYP. Ensure that they are treated with dignity and respect
14. Enable CYP to take managed risks to create new and exciting experiences
15. Ensuring that their Autism is not a barrier to them achieving greater independence and gain valuable life skills
16. Ensuring that they are constantly supported to manage their Autism, mental health and stress levels
17. Provide parents and carers with short breaks, while their children are supported by trained staff, to meet their needs and goals and targets set in their person centered placement plans and EHCP (education and health care plan)
18. Q House actively promotes working with the wider system of professionals for each child, and with children’s families and communities of origin to sustain links and understand past problems.
3. A description of the accommodation offered by the home, including—(a) how accommodation has been adapted to the needs of children; (b) the age range, number and sex of children for whom it is intended that accommodation is to be provided; and (c) the type of accommodation, including sleeping accommodation

Q House is a mixed gender provision that can support up to 4 children at any given time for children aged 8 – 18 yrs. old.

The home offers support to up to 4 young people children diagnosed with Autism, Learning disabilities and some health issues associated with the condition.

We are able to support Children to access on Full Residential placements, Shared Care or Short Breaks in order to support the child and their families.

It is decorated to accommodate low arousal levels throughout. The ceilings are fitted with noise dampening acoustic panels to maintain a low arousal environment.

The walls are noise sensitive. Visual stimuli are kept to a minimum throughout – with the exception to personal bedrooms – these are decorated in line with the children’s wishes with specific tolerance and needs being accounted for.

All facilities and bedrooms are on one level. The children and young people will have access to four specific activity areas in the immediate vicinity and other activity areas are located within the school and its grounds.

**Offices**

There is a separate office space for the Manager and the Deputy, in which administration records and Medication is stored. There is a staff office where the individual files. The young people are not excluded from the office; however, when sensitive or confidential information needs to be communicated there is an expectation that the office space is vacated.

**Bedrooms**

There are four bedrooms - two are very large with on suite toilet. The remaining two are medium sized with access to a shared toilet facility. There is currently no separate staff sleep in bedroom as the home operates with 2 waking nights as a minimum. This is due to the high level of needs and support the children access require.

**Personal Care facilities**

There is a spacious shower room with 2 cubicles and a seated area for changing with a large wash hand basin. Inside the cubicles there is an adaptable seat that can be used for sitting, dressing and undressing. A separate toilet is in the immediate vicinity and they will have access to the toilet within their bedrooms. Staff have their own toilet and shower facilities located within the office areas.
Hub Room The hub room is the main area whereby multifunctional activities take place.

- These range from a centralised table and kitchenette whereby meals and snacks can be prepared and eaten. This gives the children the experience of preparing breakfast and snacks, sitting with peers and adults alike to eat meals.
- They have access to supervised computer. A large screened white board that enables interactive use.
- Use of an area to relax with sofa’s, rockers, bean bags, sensory equipment
- Partake in group or solo activities such as art and crafts, watch television, music videos, DVD’s and play games
- Specific areas can be partitioned off using folding room dividers during sessions if required.

Multi – Sensory Suite consisting of 8 areas described as follows:

- **Audio visual room** - an audio visual room where they can play games, sing, make movies, dance and generally enjoy the light shows
- **Wet play room** – a wet play area where they can play games and with water etc. There are two sinks with taps, individual taps and a showerhead. There is also a range of toys that children can play with. This is extremely beneficial to meet the children’s sensory needs.
- **Soft play area** - a medium sized soft play area that has a range of soft play objects and circuits. It also has a swing installed
- **Big body shop** - a medium sized soft play gym circuit that also has a swing. It is specific for movement breaks/circuits
- **Small body shop** - a relaxation room with some soft objects such as mats and cushions etc. It is used for sensory purposes, relaxation if a CYP is feeling stressed or unwell. Therapists sometimes use it when completing specific work with CYP.
- **Multi – Sensory room** - a sensory room that has a fair amount of sensory equipment and lighting that helps support the sensory needs and re-regulate a child if they become anxious or dysregulated.
- **Yoga Zone/multipurpose area** - a purpose built yoga zone that is also used for other activities also.
- **Relaxing open space for family and visitors** - There is an open space with sofa’s and a small table for when CYP receive visitors. Q House team will make visitors feel welcome and offer beverages.
- **Food technology room** - This room is located on the second floor and can be accessed via a flight of stairs or the lift. Children and young people can prepare meals and snacks as part of their life skills teaching plans. Each person will have access to their own cooker and oven
- **Playgrounds x 2** - The two playgrounds are located within the school on the ground floor in the same location, but separated via access control and a fence. Children and young people will have supervised access to both playgrounds from 3 pm up to 6pm weekdays this is to accommodate the requests and agreements made with local residents during consultation. There is access and use of the playground during the weekends and school holidays.
4. A description of the location of the home.

Q House service is set within Queensmill School which is a state of the art purpose built school/building, specifically for children and young people on the autistic spectrum.

Within the local vicinity there are lots of groups and clubs that can be accessed including:-

- Shops
- Play parks
- Cinema
- Theatre
- Bowling Centre’s
- Swimming Pools
- Gymnasiums
- Disabled Cycling clubs
- Ahoy Sailing Club – SE London
- Trampolining bounce zones
- Zoo’s

There are fantastic transport links, underground, over ground trains and buses. Q House is easily accessed from any of the public transport.

All young people are encouraged to access public transport in order to give them both the experience and also build confidence and self-esteem in the community. This would be risk assessed and risk managed to ensure the safety of the children and staff at all times.

The home also has great access to health provisions such as doctors, dentists, opticians and hospitals.

Q House is situated within Queensmill School – which is a high ranking Outstanding since 2007 provision. See [https://reports.ofsted.gov.uk/provider/25/100378](https://reports.ofsted.gov.uk/provider/25/100378) to access the most recent report.

If Queensmill is not your preferred choice there are lots of great schools in the area that would support a child or young person placed within Q House.

There was a consultation undertaken in 2015 when Queensmill School was first built – it was outlined what the provision would provide and that we would be developing a Care provision over time. This was welcomed in the main – however one provision made we in regards to accessing the garden areas due to noise levels. So it was agreed that we would not access after 6pm during the week and weekends in order not to disturb the neighbours.

The building is purpose built and detached sitting within its own grounds.
5. The arrangements for supporting the cultural, linguistic and religious needs of children.

As part of the pre-placement assessment and planning, the Manager and keyworker will identify and record the child’s spiritual, cultural and religious observance, whilst also respecting their wishes and preferences. Religious and spiritual observance encompasses the child’s right to observe a particular religion or way of life, as well as any dietary needs and special clothing. As far as practical, children and young people accessing Q House will be given the opportunity and encouraged to practice their religion or spiritual observance.

Specialist diets will be provided for or suitable alternatives offered. We will liaise with Parents and carers to ensure we are able to meet the needs of the children and young people in terms of diets, learning skills as appropriate, they may also send in specific dietary items as appropriate.

No child or young person is assumed to be unable to communicate their views and where appropriate, alternative communications systems are used:

- In order to develop and enrich communication, as well as supporting a 24hr curriculum we use familiar resources like PECS (picture exchange communication system), TEACCH and other strategies and resources familiar to the children and young people within their educational settings.
- Our firm belief and positive experience of the efficacy of sensory integration approaches mean that children and young people will have frequent and structured access to sensory interventions; such as sensory circuits and more.
- Queensmill School is committed to embedding the SCERTS framework. As a wraparound service facility Q House will enable children and young people, to develop and consolidate their core skills in social communication and emotional regulation; in settings and situations that may arise outside of the classroom.
- This is an integral aspect of the SCERTS methodology. The aim of using the SCERTS approach is to extend the communication, independence, problems solving and social abilities of our children and young people. Q House will endeavour to provide these opportunities.
- The child and young person’s opinions and those of their families or others significant to them are sought over key decisions that are likely to affect their daily life and future.
- Service user’s views and feelings will be sought through appropriate methods of communication, listening to the service users/young person, listening to their families and conducting appropriate meetings, reviews and discussions with staff and key professionals involved in the service user’s care.
- We will hold monthly childrens meetings as well as where possible individual key worker sessions.
- We will also work closely with their speech and language therapists, parents, carers and school professionals.
To ensure that we value diversity and consider the individual’s identity appropriately day to day, the following principles may be useful:

- Recognize that we need to treat all child / young persons as individuals and respond to them, and their social identity (including ASC and learning disabilities), in an individual manner

- Understand that treating people fairly does not mean treating people in the same way

- We need to recognize their differences and respond appropriately respect all child / young person’s regardless of their social identity

- Try to increase our knowledge and understanding of aspects of the child / young persons

- Individual needs and their social identity that may be different from our own

- Avoid stereotyping or making assumptions about young people based on their social identity

- Recognize that some activities / experiences may impact on some child / young persons in a negative/difficult way because of an aspect of their social Identity

- Recognize that your own social identity may impact on learners in different ways

- Avoid using inappropriate and disrespectful language relating to social identity.
6. Details of who to contact if a person has a complaint about the home and how that person can access the home’s complaints policy.

Q House always welcomes feedback about the service they provide, whether this is positive or negative. We are very open to hearing what we are doing well, not so well and what is believed we can implement to enhance the service.

We fully appreciate and understand that there may be times that we may unwittingly under deliver in an area. It is extremely important that we are made aware of this in a timely manner, in order to rectify the issue and follow through in order to ensure that whatever the issue was is not repeated.

Q House takes pride in being proactive to resolving any concerns or issues that may be encountered. However this can only be done effectively if we are made aware in a timely manner.

We would ask that the following process is followed in order that this can be achieved.

1. in the first instance please contact a member of the management team –
   Manager Christine Fishley or Deputy Manager - Tereasa (Terri) Denby Deputy Manager on 0208 222 6044 who will attempt to resolve any issues
   Alternatively you can send an email.
2. If it is outside of office hours and you believe the problem is not of a safeguarding or imminent nature you can email either of the above on
   cfishley.205@lgflmail.org or tdenby.205@lgflmail.org this can also be used as the first line of communication, if this is your preferred method of communication
3. If you telephone 0208 222 6044 and the Manager / Deputy Manager are not available you are able to speak with the shift leader or a team member,
   they will always try to resolve any issues and pass on the information to the Manager/s.

Most of the time any issues that are raised can be rectified following the above, however should you feel that the right outcome has not been achieved, that you have not been fully listened to or heard, or that you have serious concerns that you wish to raise – this would generally be done through the Formal Complaints process.

Please request a copy of our Complaints Policy in order to gain all of the detailed information surrounding the processes and timeframes.

As an overview of the Formal Complaints Process – For Parents / Carer’s, Professionals and significant others

1. We would request that this is done in writing and sent to one or all the following persons
   Homes Registered Manager Christine Fishley – email: cfishley.205@lgflmail.
   Responsible Individual – Freddie Adu – head@queensmill.ibhf.sch.uk
   Safeguarding Lead – Joanna Dziopa – joanna.dziopa@queensmill.ibhf.sch.uk

   • All complaints/representations will be investigated in accordance with section 26 of the 1989 Children’s Act, in line with Hammersmith and Fulham and the Tri-boroughs complaints procedure.
A copy of the procedure is available at Q House on request. Most complaints will hopefully be resolved at Stage 1 of the procedure. The Q House management team will be responsible for investigating the complaint within 10 working days upon receipt, ensuring the complainant is kept informed of proposals to resolve, progress and the outcome.

2. If the complainant is not satisfied with this resolution, then they have the right to request a **Stage 2 investigation**, which will be carried out by an independent investigator; appointed by the designated children’s and families team depending on the nature of the complaint.

- The registered responsible individual for Q House may also investigate a complaint, or appoint a neutral person to do so on their behalf.
- The timescale for completing a stage 2 investigation and providing a written response is 28 working days. If the person making the representation/complaint is dissatisfied with the second stage,
- **A complaints review panel** will be set up within 28 days to consider the representation or complaint. The boroughs complaints officer will coordinate and monitor the investigation at this stage.

Children and young people, their parents, carers, or any other significant other persons involved in their care, can complain or make a representation if they are unhappy with any aspect of the service they received at Q House.

**In regards to CYP, they can make complaints via the “So Safe” people and relationships model.**

- The So Safe leaflet explains how they can express their views in regards to the care and support they are receiving, in addition, report if they have concerns or experiencing problems that relate to safeguarding.
- This procedure is accessible in a user friendly communication system: verbal, symbols and Makaton. CYP are informed of this procedure during their first overnight stay at Q House. Some children may already be aware of the procedure, however the team would still make it part of their induction into the service.
- Q House has pictorial Safeguarding, Bullying and Complaints Policies displayed within the Hub room that are accessible at all times for the children and young people to use.

All complaints are monitored regularly by the management team at Q House with the Responsible Individual. Complaints will be used to review practice and make improvements where/if any errors have been made.

All complaints raised are recorded within the Complaints book in the office.

In the event of a stage 2 serious complaint, or about a person working at Q House, then in line with Regulation 41, Ofsted will be notified. Any person wishing to register a complaint with Ofsted about Q House, can do so by contacting the Ofsted helpline on **tel:-0300 123 1231** or by emailing **enquiries@ofsted.gov.uk**
Children and Young People can contact the Children’s Rights Officer of Hammersmith & Fulham by using the Freephone number for children and young people

0808 5235844

If you have any questions about the Children’s rights service contact us at the address below. We are open 10am to 5.30 pm, Monday to Friday.

Children’s Rights Service
22 Exhibition Close
London
W12 7EE

Q House has a Children’s guide that is in the child’s preferred method of communication format. This outlines how to effectively make a complaint and seek advice and support.

Office of the Children’s Commissioner
The Children’s Commissioner for England promotes and protects children’s rights in England. She does this by listening to what children and young people say about what matters to them and making sure adults in charge take their views and interests into account.

The law says that, in her work, the Children’s Commissioner should have particular regard to children living away from home or receiving social care, as set out in Part 6, Section 8A of the Children and Families Act 2014.

The Commissioner is supported in her work by a team of staff at the Office of the Children's Commissioner (OCC). Together, they are responsible for the rights of all children and young people until they are 18 years old, or 25 years if they have been in care, are care leavers or have a disability.

Rachel and Meryem, who previously provided advice at the Office of the Children's Rights Director, have moved to OCC and will continue to provide support alongside Jenny Clifton, Principal Policy Adviser (Safeguarding). So, if you are a child or young person who lives away from home or who receives social care and who needs advice or assistance, you can find out how we can help and get in touch with us.

The Office of the Children’s Right’s Director merged with the Office of the Children’s Commissioner Link to external page/site in April 2014.

The Children’s Commissioner for England is Anne Longfield OBE.
If you are a child or young person who lives away from home or who receives social care, and needs advice or assistance, you can call them for free 0800 528 0731 or email them at advice.team@childrenscommissioner.gsi.gov.uk

Q House provides a guide for the young people which gives an overview of what the young person can expect whilst living within our homes. The young people’s guide is age appropriate, pictorial where required, accessible and sets out a summary of the Statement of Purpose, how to raise a complaint and how young people can access advocacy support and details contact information for the Office of the Children’s Commissioner amongst other helpful contacts.

We will ensure that a copy is shared with the young person / parents and carers as part of the referral or admission process to the home and spend 1:1 time with the young person to discuss the guide’s contents, allowing the young person the opportunity to discuss its contents and present any questions or queries they may have relating to their care.
7. Details of how a person, body or organisation involved in the care or protection of a child can access the home’s child protection policies or the behaviour management policy.

The designated placing authority have overall responsibility for ensuring children they place in the care of Q House are adequately safeguarded.

The Registered Manager and staff team within the service have a statutory responsibility to respond to concerns that a child or young person may be experiencing, also know what steps to take to report a concern about a child or young person’s welfare and well-being.

All Policies relating to Safeguarding, Child Protection and Behaviour Management are available by contacting either Registered Manager Christine Fishley or Deputy Manager Tereasa (Terri) Denby on either tel:-0208 222 6044 or Email: Christine Fishley cfishley.205@lgflmail.org Registered Manager
Email : Tereasa (Terri) Denby tdenby.205@lgflmail.org Deputy Manager
Email : Joanna Dziopa joanna.dziopa@queensmill.lbhf.sch.uk Safeguarding Lead
Email: Freddie Adu head@queensmill.lbhf.sch.uk Responsible Individual

It is the responsibility of each staff member to be able to identify, refer and contribute to the assessment and continued protection of any child or young person attending the service. They have a duty of care to ensure they provide a safe environment for those accessing the service.

If a team member/s is of the belief that anyone accessing Q House is suffering emotional, psychological, physical, financial, racial, gender or sexual abuse or at risk of significant harm or neglect, they must report their concerns without delay.

This will be to the following individuals:

• Q House Registered Manager - Christine Fishley
• Member of Q House Management Team – Tereasa (Terri) Denby (Deputy Manager)
• Q House Responsible Individual – Freddie Adu
• Q House Designated Safeguarding Lead – Joanna Dziopa
• The Shift Leader or any member of staff on shift
• The designated placing authority children with disabilities team or transition team
• The designated placing authority Safeguarding Officer
• Hammersmith and Fulham Safeguarding Officer as the service is based in this particular borough
• Designated LADO
*Please refer to our Safeguarding Policy for full contact telephone numbers and email addresses. This is available upon request.

The Bi-borough LADO may also be contacted depending on the severity of the case. The registered manager will ensure the correct reporting notification mechanism of children’s home England 2015 regulation takes place. Q House adheres to the Pan London and Bi-boroughs Safeguarding Board Safeguarding and Guidelines.

These procedures recognise that children and young people are entitled to protection from all types of abuse and it is the responsibility of the staff to always report and record their concerns in writing. This should be recorded clearly, factual and explicitly along with any discussions with agreed actions about their welfare.

A child’s welfare is always paramount in any situation and if staff members have any concerns about person’s well-being; they will record and discuss this with a member of the management team, Shift Leader or Responsible Individual.

If the complaint or concern is with the registered manager, then the staff member must report without delay to the registered responsible individual. If the complaint is with the Registered Responsible Individual, then the matter should be reported to the designated safeguarding officer of the placing authority, OFSTED or the police.
Children and Young Peoples wishes and Feelings
8. A description of the home's policy and approach to consulting children about the quality of their care

We believe that child/young person’s spending time at Q House should find it an enjoyable experience, one in which they can form positive attachments which give them a sense of inner security and worth also adding to their emotional and physical well-being.

The aim of our staff is to understand and meet the needs of the individual child/young person in their care. Q House believes that consistency in care is paramount to the children/young people, to this end we will be committed to developing and maintaining good communicative relationships with the child and young person along with their parents, significant others and education provision.

Each child has their own key worker that will get to know all elements of the child, help support them to express their wishes and feelings.

All children and young people who live at Q House are actively encouraged to be involved in all appropriate decisions about living at the home, It is recognised that some children and young people accommodated may have difficulty expressing their views and communicating them.

The home has a range of ways the children can express their views. These are child specific but could include verbally, written in person with a staff member, PECS symbols, day to day discussions with staff., through observations of child / young person’s behaviour and reactions being recorded and regular key worker sessions / children’s meetings.

Q House is always keen to explore advocates for children who may have difficulty expressing their wishes and feelings.

Often the child’s wishes are also conveyed by those persons that know them well and have significant input to their care such as parents, siblings, social workers, carers, family support workers, OT’s, SALT, Psychologists and other professional persons. During statutory reviews LAC / CIN meetings all persons involved in their care will be consulted to gain a multi-disciplinary outcome.

*Please refer to Q House Policy in recognition of Children and young people wishes and feelings.

Our commitment is to offer a residential service that embraces strong principles, high quality and best practice always. We are committed to the belief that family life is the best context in which a child / young person can reach its potential. That every child / young person has the right to a family which ideally is their own family, however recognising that some child / young persons, for a variety of reasons, need to spend time away from their own family, do so in a true ‘home from home environment.
9. A description of the home’s policy and approach in relation to— (a) anti-discriminatory practice in respect of children and their families; and (b) children’s rights.

Team members will be expected to role model anti-discriminatory practice and behaviour for children and young people, by responding to differences positively verbal and non-verbal, also making others aware if their opinions and behaviour is prejudiced.

Any form of discrimination is damaging and goes against the philosophy of the service. In order to ensure that children and young people, team members and visitors feel safe, welcome and protected.

The service will challenge any language or behaviour that is direct or indirect, be it from using the service; team members or visitors. Practice is to be carried out in accordance with the Equality Act 2010, also Queensmill School and Hammersmith and Fulham’s corporate policies with reference to Equality, Racism, Sexual Harassment and Violent Conduct. Please refer to Q House Equality and Diversity Policy.

We will strive to maintain a service which is free from discrimination and meet the needs of the child / young person irrespective of age, gender, culture, race, religion, sexuality and disability, through relevant staff training/development and reflective cultural diversity of staff.

We welcome the diversity of family lifestyles and work with all families. We encourage parents/carers to take part in the life of the setting and to contribute fully.

Whilst we encourage all staff to speak English when conversing with young people – we will ensure where required that children’s mother language is addressed and accounted for as deemed appropriate and required.

For families who speak languages in addition to English, we will develop means to ensure their full inclusion i.e. interpreters, we also ensure that any feedback can be gained through other means such as translated documents as requested and required.

We work in partnership with parents to ensure that the medical, cultural and dietary needs of children are met. We help children to learn about a range of food, and of cultural approaches to mealtimes and eating, and to respect the differences among them.

Positively reflecting the widest possible range of communities in the choice of resources, avoiding stereotypes or derogatory images in the selection of books or other visual materials available to the children.

Celebrating a wide range of festivals; and creating an environment of mutual respect and tolerance. We make every effort to ensure that the child / young person’s views and feelings are sought and taken into consideration when planning residential and shared care packages.
Including the child / young person in decision-making meetings using forms of communication appropriate to that child / young person. We encourage child / young persons to meet their full potential through enhancing their self-esteem and confidence by exercising choice and self-determination.

Encouraging and facilitating participation in learning, play and recreational activities appropriate to their age and ability and respecting the dignity of risk associated with the normal daily living activities of child / young persons.

**The NSPCC Child Line**
The NSPCC Child Line is an important service which offers children help, advice and counselling. A child can contact a Child Line counsellor at any time who will listen and offer advice and support by telephoning 0800 1111. This is a free number.

**Independent Reviewing Officers**
Each child placed with Q House will have an Independent Reviewing Officer (IRO) if required appointed by the Local Authority. They will be Independent from the Social Worker and Q House. They are purely there to meet the needs of the child and work within the best interests of the child and the family. If you wish to gain the details of the IRO allocated to a particular child then you need to either contact their Social Worker or the Homes Manager where this information can be sourced for you.

**What IROs do**
The main job of the IRO is to make sure that your care plan meets your needs. They will do this by first, chairing your review, second, by letting you have your own say in your review; and third, by following up to make sure that people actually do what they agreed to do.

These are your reviews, and it is very important that you make sure that the IRO knows how you feel and what you would want to happen. The IRO also has a job to make sure that the local authority knows when it is not doing well enough as a “corporate parent” for children in its care. But, because sometimes good practice is not always easy to spot, IROs will also tell local authorities about where things are going particularly well for children.

The “Handbook” says that the IRO must:
- promote the voice of the child
- ensure that plans are based on a full and proper assessment of each child’s needs
- make sure that each child know how they can get hold of an advocate
- act as a safeguard against children staying in care longer than necessary, or not getting the services they need, because of a lack of good planning
- listen to children and see that they understand any changes to their care plan
- make sure that the local authority is a good “corporate parent” to children in care
Who can be an IRO?
The “Handbook” says that an IRO should be:-

- A qualified social worker, with at least five years in the role
- They will also need some experience of management
- Most importantly, an IRO must be someone who is capable of challenging senior managers, using the courts via CAFCASS (see below) if necessary, whenever local authorities are failing to do everything that they should for children in care

Where there is further detailed information regarding the IRO, their roles and responsibilities to the children that access and reside at Q House
10. Details of provision to support children with Special Educational Needs

Education is paramount for all children and young people’s personal development and instrumental in supporting their person centred placement plan.

It is acknowledged that many children who access residential services will have an EHCP - Education and Health Care Plan. School is a focal point for the children and young people that access Q House, we will work closely with schools they attend ensuring that we deploy a 24hr curriculum. Q House will work closely with the Education Provision to ensure that there is a consistent approach.

It is well documented that children and young people that have Autism / Autistic traits require consistency, routine and boundaries – taking this into account we will ensure that all strategies used are shared to ensure this occurs whilst also seeking guidance of what is being deployed within schools.

Q House will carry out observations within school settings in order to ensure they are being consistent.

Q House will encourage children to attend school whether they reside there or accessing a short break. They will ensure that they are dressed in the appropriate clothing, take the appropriate resources / lunches etc. with them to ensure there is no disruption to Education.

Staff will ensure as far as practical for the child to arrive at school on time. If this is not going to happen for any reason such as delay in transport / traffic etc. they will notify the school so that they can make appropriate arrangements to receive the child with minimal distress.

There will be books and or feedback sheets used to communicate information between School and Q House to ensure there is a level of understanding of how the child was the evening before, if they have slept well / eaten etc. (HSQ – Home School Q House)

Where required and deemed appropriate staff from Q House will help support Education provisions through physical presence, sharing documents and strategies.

Q House will (where deemed appropriate and necessary) will encourage children and young people to complete their home work in a timely fashion.

Where required staff will be provided with additional training in order to be able to support a child educationally.

11. If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education

Q House is not registered as a school – however it does sit within the grounds of a school.

The curriculum / structure of education are a separate entity to Q House.

Q House do support children within all education settings as required – see point 10 and 12 for details
12. Q House is not registered as a school, the arrangements for children to attend local schools and the provision made by the home to promote children’s educational achievement

Staff will help each child to understand the importance and value of education, learning, training and employment and promote opportunities for each child to learn informally.

Q House will maintain regular contact with each child’s education and training provider, including engaging with the provider and the placing authority to support the child’s education and training and to maximise the child’s achievement.

Q House recognises the importance of child/young person’s education to their development and attainment and as part of their preparation for adulthood.

Upon admission Q House require a copy of the child/young person’s Statement of Educational Needs, their EHCP, any targets they are working towards and strategies used to attain this.

Throughout the time the child or young person’s access Q Houses, we will promote and support their educational provision. We will make use of each child/young person’s EHCP setting out a record of their educational achievements, needs and aspirations.

Staff will be familiar with the educational needs of the child/young persons in the home and how their role can support the child/young person’s needs. This will be maintained through regular meetings between senior staff at Q House and the child/young person’s school to ensure consistency in interpretation and implementation of the EHCP and behaviour plans.

For those children accessing Q House as a fully residential placement we will ensure that we will:– (assuming that this is agreed by all parties as appropriate)

- Ensure the child attends school every day
- Ensure that the child arrives on time.
- Ensure that appropriate transport is provided to take and collect accordingly.
- Attend Parents Day
- Sports Days,
- Open Days
- Any annual concerts/shows that the child is involved in
- Facilitate attendance to special events such as Prom nights
- Facilitate attendance of after school clubs if agreed within the plan for the child by all parties
- Attend all Education Review Meetings
- Contribute to the EHCP where appropriate
- Advocate for the child if there are any difficulties arising or changes in behaviours.
- Ensure that they are appropriately dressed in a school attire
- Ensure that all lunches and snacks are provided as agreed - school meals being paid for or packed lunches provided if it is the preferred options.
<table>
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<th>Enjoyment and achievement</th>
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<td><strong>13. The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop and reflect their creative, intellectual, physical and social interests and skills</strong></td>
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To provide opportunities for activities and participation in experiences that will enhance the quality of life for the children and young people and facilitate access to ‘normal’ living processes.

This will include enhancing opportunities to participate in the life of the community and assist the children and young people to build stronger social networks and help reduce social isolation. To be fully aware of the service users goals and aspirations and to support their attainment where ever possible and appropriate.

To encourage service users to meet their full potential through enhancing their self-esteem and confidence by exercising choice and self-determination. Encouraging and facilitating participation in learning, play and recreational activities appropriate to their age and ability and respecting the dignity of risk associated with the daily living activities of children and young people living with Autism.

Each child benefits from having an individual placement plan that highlights all of their interests and likes and dislikes within recreational activities.

The staff team devise a weekly plan of what activities are available on that day, researching the local area to identify any groups / places of interest that the child can attend and participate in.

Q House has a considerable resource centre to meet the autistic needs of the children – engaging and encouraging them to participate in.

There are resources in terms of specific areas to meet sensory needs such as water play, soft play, music, sensory rooms, and gymnasium for activities such as, trampolining, basketball PE Circuits, outdoor equipment in the gardens for the children to participate in group and solo activities.

Q House will balance high impact activities with relaxation / pamper sessions in order to help support the child to remain regulated.

The local area has plenty of provisions available for days out such as numerous parks, zoos, play centres, cinemas, bowling, swimming. This allows for healthy lifestyles and also integration into the local area.

All children and young people are also involved in supporting the home and contributing by going shopping for the basic provisions of the home. They are able to extend their independent skills with such activities of selecting items from a shopping list within the supermarket, attend the self service tills to purchase items – or interact (where appropriate) with shop keepers exchanging monies.

All fully residential children are encourage and supported to spend their pocket monies, go clothes shopping to make appropriate choices, attend pamper days / attend the hairdressers etc. Q house have suitable transport to help facilitate these activities safely.
Health

14. Details of any healthcare or therapy provided, including— (a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy; and (b) information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating its effectiveness and details of how the information or the evidence can be accessed.

Q House will adhere to Health and Well-being Standard (Regulation 10).

When drawing up a plan for children and young people to ensure that they are provided with health care, including any specifically recommended and necessary immunisation and any necessary medical and dental attention, all young people accommodated at Q House will receive the following:

- Registration with a Registered General Practitioner and Dental Practitioner within seven days of placement commencing.
- Children and young people with disabilities and with special needs, consideration must be given to continuity of specialist care.
- Children and young people from ethnic minority groups will receive appropriate health care as required and agreed by all parties involved in their care and support.
- A Looked After Child / CIN medical assessment and written health assessment will take place within one month of placement; the named professional will be agreed with the placement Social Worker (GP, Paediatrician).
- The local community service will be notified of the Service Users placement.
- Consent to Medical Examination and treatment from Parents or significant other will be kept on the Service Users file.
- Q House will support the child / young person to attend all health appointments as required.
- Although Q House fully respect that children and young people have the right to refuse medical treatment or examination, staff must encourage them to seek medical help and support when treatment is necessary and to ensure good health with surveillance. If the service user is refusing and is putting himself / herself or others at harm, consultation with the social worker is essential and capacity and best interest decisions will be looked at.
- Q House staff will remain vigilant at identifying if there are any health issues emerging and both raise them and source appropriate intervention / treatment as required.
- Q House will attend any planning meetings arranged regarding health.
- Q House will support families to attend health appointments as required.
- Q House will act as the ‘corporate parent’ in any event necessary. This would be whilst liaising with parents, social workers and significant others involved in the child’s care.
- Q House will ascertain as to where they are required to take the lead and where families would prefer to do this themselves. All of this information will be clearly detailed and outlined within the child’s Health Care and Placement Plan.
- Q House will advocate and always work within the best interest of the child, they will challenge health authorities and other professionals if required in order the gain the very best outcome for children and young people.
- Q House will devise and implement any transition plans for attendance to appointments as required. This will be completed in a multi-disciplinary manner.
The Philosophy and Practice at Q House reflects a holistic approach, which includes a healthy living environment, good personal hygiene, a healthy diet and regular exercise will always be included in the weekly planning for the Service User.

**Administration and Storage of Medicines**
All staff administering Medication will be trained in order to do so. Please refer to the medication storage and administration Policy for full details and guidelines.

**Outbreaks of Infectious / contagious conditions.**
There is always a possibility that any child accessing Q House may contract an infection or contagious condition such as chicken pox / headlice that may be transferrable to other children that are also accessing. If this occurs Q House Manager (or delegated person) will by nature contact the appropriate health professional for guidance.

Thereafter we will seek to treat the condition accordingly and in line with all of the young peoples personal health plans. We will notify all parents and social workers of such condition giving those Parents of children accessing on a Shared Care / Short Break arrangement the option of changing their nights if they so wish. For those children that are living at Q House full time we will explore the options available dependant on the condition in terms of risk to them and deploy strategies accordingly.

i.e. head lice – all children accessing will be treated with the appropriate medication / lotions in order to minimise the spread. We will contact schools and other provisions that may support the child accordingly. Where there are any allergies to the type of lotions we will source others that are appropriate.

Chicken pox – we will again seek professional medical advice and treat accordingly – for those children accessing on short breaks or shared care again the parents will be given the option of whether they wish their child to attend dependant on the risks to the child.

All necessary processes will be followed including RIDDOR, and reporting to appropriate authorities as required.
Positive relationships

15. The arrangements for promoting contact between children and their families and friends.

Protection of children

Q House operates an ‘open door policy’ for all visitors of the child/young person. This enables any family members, relatives and friends to visit unannounced during the day time and early evening.

Q House actively support contact visits for children and young people that access the home. We will also facilitate all agreed contact visits outside of the home with significant others as agreed upon admission. These plans will be reviewed regularly within any stat visits, LAC / CIN meetings or reviews that take place. Q House will always ensure that the visits are positive encounters and are benefitting the child / young person first and foremost.

Q House is a fantastic home, and a very happy and vibrant environment to be in. We all want visits to children to be a positive. As we have up to 4 young people accessing Q House at any one time, each child / young person naturally has their own complexities and triggers that can lead to becoming dysregulated at any time.

Bearing this in mind we kindly request that all visitors be respectful to the staff and young people alike being mindful that:

- Each child / young person accessing the service does so for varying reasons – we ask that visitors do not cast judgement regarding any child accessing at any time
- Be mindful that whilst the children and young people may have Autism, some limited in their verbal speech – many it is believed do understand what is being said. Therefore please be mindful of the conversations you may have in front of them. Please do not use negative language or raised voices – this can be very scary for them.
- We ask that they respect that each child is individual and express their needs in varied ways
- Upon arrival we may ask you to wait a few minutes to access if one or more of the young people are facing a difficult situation. We will of course attend to your access as soon as it is deemed safe and practical to do so.
- We ask that you respect the homes routines – this includes the bedtime routines and as such if you are attending later in the evening that this is planned accordingly in order not to disrupt the other children and young people
- If a negative situation arises we may ask you to move to another area for both your own safety and also to lower the arousal of the child in question.
- As much as we appreciate someone trying to help support a situation – we would kindly ask that you refrain from intervening. The team members are fully trained to support all of the children that access Q House. They are all very knowledgeable of their Placement Plans, Behaviour Management Plans, strategies and Risk assessments. Therefore as professionals they are best placed to deal with any situation that arises
- Please do not place staff in a difficult position by asking questions about another child, as they will not be able to share this information with you

If you are visiting during the weekend or holidays we would suggest that you give us a call to enquire as to what the plans are, as very often the children are out in the community, so we would not want you to have a wasted journey.

The child/young person’s placement plan identifies those people who are able to visit the child/young person and those who are not entitled to under relevant orders.
Management of Home Contact.

Individual plans for home leave/receiving visitors should be agreed through the review process and clearly recorded, including any restriction, in the detailed care plan. A timetable of visits should be arranged for each inter-review period, with additional visits only being arranged exceptionally.

Home leave and contact is an important and sometimes difficult time for a service user. Team members should be sensitive to the possibility of the service user’s behaviour deteriorating before or after a visit. Effective care planning and management will ensure that the service users are always with familiar and trusted team members at such times. They will ensure that any significant changes of mood or behaviour are recorded and evaluated over time so that any patterns can be identified.

Team members will plan time to talk to service users before and after a home visit/contact visit, ensuring that he/she can share any positive or negative feelings, anxieties or concerns. Monitoring the quality of the contact and any progress or changes which take place is an important part of the team member’s role. When a service user has been on a home visit, the staff will make telephone contact with the family, to establish how the visit went from their point of view.

Team members must be aware of the need to work in partnership with parents, whose experience of dealing with the “care system” may be very negative, the needs of the service user must remain paramount. Support staff should be wary of colluding with the parent’s view to the detriment of the service user and vice versa.

Any concerns about any aspect of the existing contact arrangements should be discussed at a team meeting or with the manager/s.

Where there are any suspicions that a service user may be at risk of significant harm during contact arrangements, these should be reported immediately to Manager/s, who will contact the young person’s social worker, duty social worker or team manager.
16. A description of the home’s approach to the monitoring and surveillance of children

All children accessing Q House do so with appropriate staffing levels. This is determined and agreed during the admissions process with the Local Authorities and all other relevant parties commissioning the service.

Due to the nature of the young people we support this is generally as a minimum 1-1 during day time hours. **Night time monitoring is 2-4 waking night support – unless a child has specific needs requiring additional support.**

Any child / young person requiring additional support or is undergoing transition with reduced staffing periods as agreed with the relevant persons involved with their case, will have this recorded in their case file. Each child / young person has their dedicated support worker with them when they are in the home or accessing the community for their safety and well-being.

Q House does not operate any camera systems or electrical systems at this time in the home. Staff will be with the child constantly whilst still giving them enough space to move freely around the home to access different areas.

The home currently has privacy Perspex covering to the glass panels of the bedroom doors so children can access their room for private or down time. The team members are able to observe to ensure they are safe and secure without having to enter the room directly.

All of the bedrooms have privacy film on the windows in order to protect their privacy when changing and during times whereby they choose to remove their clothing as a wish.

Staff record all activities, meals, personal care, medication, target achievements, positive consequences, incidents, accidents, contact visits, moods, behaviours and all other significant information relating to the child / young person day within their ‘working file’. They will monitor the child throughout ensuring that they are safe, that any marks or bruises that occur for any reason are recorded and reported accordingly.

Each child have their own Individual targets, generally in line with building and maintaining independent life skills or in areas that they may find difficult to help support them to develop and grow. These are measurable targets and when met are then updated and the next stage or step set.

Throughout the home there are zoned areas that are ‘fobbed’ – all staff hold a fob and can help facilitate children and young people accessing any area they wish, however it does also help keep the child safe from freely leaving the home.
17. Details of the homes approach to behavioural support, including information about — (a) the home’s approach to restraint in relation to children; and (b) how persons working in the home are trained in restraint and how their competence is assessed. (regulation 35)

Some of the children and young people staying at Q House will have been through some difficult experiences, in addition have the added difficulty and frustration of trying to manage their autism. This means they can act out their varied emotions such as confusion, anger and frustration in challenging and aggressive ways.

It is the responsibility of the staff to ensure that the environment that the children and young people stay in is safe and secure at all times for both them and those around them.

Each child and young person will have a personalised risk assessment in relation to their behavioural needs, also a behaviour management plan which forms part of their person centered placement plan.

The service will operate using the following principles to ensure a safe and reduced risk environment:

- Recognition that children may be experiencing emotional pain and frustration and give them an opportunity to acknowledge this
- A strong sense that the staff team is stable and able to recognise children and young people difficulties and try to help them through that period.
- A structured daily routine that is known by all and implemented by the team. Also a planned program of meaningful activities that addresses social, recreational and sensory needs of the children and young people in creative and imaginative ways
- A clear set of expectations in line with an individual’s comprehension and learning levels, what is and what is not acceptable behaviour. Children and young people’s autism will be uppermost at all times
- Regular feedback to children and young people where appropriate, on the impact that their behaviour can have on others, taking into consideration their autism and associated condition’s
- An understanding that the feelings of loss and anger can often be acted out in behaviour and providing all children and young people helpful ways of managing these feelings
- In order to ensure the safety of the children, Q House has clear policies and procedures with respect to managing children and young people behaviours in line residential and short breaks services regulation 2001. These include risk assessments, behaviour support plans and policies
- Where it is necessary and appropriate to reinforce disapproval of a particular action by a Child or young person, an appropriate negative consequence may be used that is relevant and immediate – please refer to the Positive and Negative Consequence Policy for full details.
The behaviour management strategy is understood and applied at all times by staff, and is kept under review and revised where appropriate.

- Q House addresses general principles for behaviour management in children’s homes which include: treating each child with understanding, dignity, kindness and respect;
- building, protecting and preserving positive relationships between each child and the adults caring for them.
- Staff understand each child’s behaviour to allow their needs, aspirations, experiences and strengths to be recognised and their quality of life to be enhanced.
- The registered person will ensure that all incidents of control, discipline and restraint are subject to systems of regular scrutiny to ensure that their use is fair and the above principles as set out in 9.35 are respected.
- Regulation 19(2) details sanctions that are prohibited in behaviour management.

- Any sanctions used within Q House to address poor behaviour is restorative in nature, to help children recognise the impact of their behaviour on themselves, other children, the staff caring for them and the wider community. In some cases it will be important for children to make reparation in some form to anyone hurt by their behaviour and the staff in the home will support the child to understand this and carry it out.

- Staff understand the system for rewarding and celebrating positive behaviour and recognise where children have managed situations well.

- Restraint is defined in regulation 2(1). Restraint includes physical restraint techniques that involve using reasonable force.

- Restraint also includes restricting a child’s liberty of movement. This includes, for example, changes to the physical environment of the home (such as using high door handles) and removal of physical aids (such as turning off a child’s electric wheelchair). Restrictions such as these, and all other restrictions of liberty of movement, should be recorded as restraint 12. Some children, perhaps due to impairment or disability, may not offer any resistance, but such measures would still constitute a restraint.

- Q House policy on restraint is informed by the therapeutic ethos of the Q House organisation and by the law. Q House operates within the relevant sections of the Children’s Act (1989) and the Children’s Home Regulations and Quality Care Standards, (April 2015) and Methods of Care and Control including Physical Restraint. In conjunction with this policy document, staff read Q House practice guidelines “Care and Control” and the Policy Document “Sanctions.”

- All support staff are to engage in a full and comprehensive Induction. Team-Teach is the recognised course to support team members to safely manage any challenging or violent behaviours. If this branded course is unavailable they should undertake an equivalent certified and recognised course until it is available. Regardless of any training or experience received elsewhere, staff must only use approved techniques taught as part of Q House induction and training programme. This is currently the Team-Teach programme.
The course structure of Team Teach training.

- Values of team teach training – requires teamwork and focuses on the best interests of the individuals concerned.

- Historical context of team teach training – the history of reducing risk, restraint and restriction, placing team teach training within the context of changing fashions over the last 30 years.

- The legal framework – and how to protect people and services.

- Behaviour management – conflict spiral, stages of a crisis and psychology of challenging behaviour. Developing self-control, effective communication and expanding the toolbox of positive behavioural supports to prevent the development of hazardous behaviour.

- Physical contact - Comforting, reassuring, holding and protecting people from hazardous behaviour.

- Recording, reporting, reviewing and restoring relationships.

Where a service user has been restrained on more than one occasion, or where it is felt that their behaviour is such that restraint may be more than an occasional feature of their care, reference to likely incidents should be included on the detailed behavioural support and placement plan, together with a specific team approach to handling these situations, this should form their positive handling plan.

Service users at Q House should be fully aware of the circumstances under which they may be restrained, the techniques used and the procedure. Regular checks are made on the use of restraint and it is the responsibility of the Registered Manager to identify any patterns, which may require further attention such as:-

- frequent restraint of an individual service user,
- frequent restraint by an individual member of staff.

There are three stages of physical control, namely:-

- Physical presence,
- Holding
- Restraint.
This is different to holding which may take place in the therapeutic context, which is negotiated prior to instigation by both parties.

- **Physical Presence** - A staff member may seek to influence a service user’s behaviour by physical means, which do not involve contact. This might include for example a stern look, or placing yourself between the service user and a doorway to dissuade them from leaving. Any non-contact physical intervention, which is used, must not be intimidating.

- **Holding** - In the context of control and restraint, holding is defined as any action involving physical contact which discourages the service user from a course of action which may be detrimental to their safety and well-being. This may include for example, taking a service users hand to stop them stepping out into the road or placing an arm around their shoulder to ‘steer’ them away from a potential incident. It may mean taking a service users arm to remove an implement for self-harming from their hand.

- **Restraint** - This involves physically preventing a service user from undertaking a particular course of action.

Restraint may only be employed where no other method of intervention has been effective and where the following criteria apply:

A. Failure to use physical intervention would pose an immediate threat to self / others/the environment
B. The service user is either:
   - Likely to injure him/herself.
   - Likely to injure another person.
   - Likely to cause serious damage to property.
   - Likely to abscond and by doing so place him/herself at risk of significant harm.

Once you have made a decision to restrain, act swiftly and decisively as failure to do so could result in injury to yourself or the service user.

Never attempt to restrain a service user unless you are confident in your ability to control yourself and the service user safely. All staff and service users are forbidden to use physical force in aggressive action. All staff will receive training in how to diffuse potential situations where violence and aggression may be the outcome and are encouraged to be aware of, and perceptive to mood(s). Where a service user offers an unprovoked and unanticipated physical attack, the staff member may use the minimum physical force necessary to bring the situation under control and protect the service user, others and themselves from serious harm.

Once a decision has been taken, the following points must be observed:

- Any restraints used must be in line with taught restraint techniques.
- The service user’s dignity should be preserved at all times.
- Soft surfaces, (sofas, beds, etc.) must not be used to restrain a service user on.
- The minimum amount of force necessary to hold the service user should be used.
• Care should be taken to ensure that a service user is not touched on a part of his / her body, Contact with which might be experienced as sexually intrusive.
• The policy of Q House is NOT to use planned ground restraints.

The following forms of restraint must not be used:
• There must be no pressure applied to the torso.
• There must be no manipulation of major joints.
• Joints / muscles must not be pulled / pushed backwards.
• Legs must not be held against anything to cause leverage. Legs can be held to avoid kicking.
• Duvets, etc. must not be used under any circumstances for the purpose of restraint.
• A service user may not be held or pulled by the hair.
• A service user may not be held by the neck or throat.
• Headlocks of any sort must not be used.

Procedure.
• Follow the decision process outlined above and be certain of your grounds for restraint.
• Negotiate with the service user appropriate follow up and de-brief (Life Space Interview).
• Record details of the incident as soon as possible after the event, sharing your record with the service user and encouraging them to contribute, comment, write their own version in their preferred method of communication.
• Ensure the Homes Manager and the service user’s social worker are informed of the restraint within 24 hours.
• The shift leader should initiate a debrief session where required. Contact the Manager, duty, or on-call manager if it is felt a more in depth debrief or advice is required.
• Ensure that the service user has the opportunity to do the same if required.
• Discuss the restraint in the next handover and at the next full team meeting.

Life Space Interview.
The concept of an LSI is to explore the events leading up to, during and after the restraint. Whilst it is carried out in an informal setting, it is a structured format that is followed and recorded accordingly.

Whenever a restraint takes place and wherever possible a Life Space Interview ‘chat’ should be undertaken by staff. This process should only be carried out when it is felt the service user is ready to engage with the possibility of allowing the service user clarity on the situation that took place.

Q House adopts this method with the overall view of the service user recognising their behaviours that are unacceptable; and that they possibly placed either themselves or others in danger.
The LSI give all parties involved a chance to discuss and voice their thoughts on the events that took place allowing everyone to have a clearer and better understanding, to then move forward.

**Restraint must always be a last resort.**

Good relationships between staff and service users and consistent working practices will diminish the need for restraint to be applied. However, Q House recognises that in exercising our duty of care and working with challenging behaviour, restraint will sometimes be essential and inevitable.

Every member of staff must be confident and competent to apply appropriate restraint when needed. Q House will fully support all staff that has acted in line with policy and practice guidelines.

Q House has a pictorial LSI format available for use with children and young people that use this as a preferred method of communication. However given the nature of the children and young people that access Q House, an LSI is not always achievable.

In these situations staff should become extremely vigilant to ensure that they monitor the following:

- body movements of the child to ensure it is within their normal ranges
- Interactions between the child, staff and peers so that they do not become over aroused in the presence or sight range of the support staff that carried out the hold
- Interactions that the child does not become withdrawn or over aroused outside of their normal ranges
- That the child continues to engage in activities and routines within their own ‘normal’ ranges
- That they do not change their eating habits dramatically
- That they do not refuse to access the area that the hold took place indicating they are not comfortable or reluctant to be in the area
- That they do not display a visual fear of such persons when they interact such as flinching, wincing, crying, scream or lash out.

Should at any time any staff member or family member feel this is occurring, or they have any concerns they must immediately raise their concern so that further investigations may be made.

Following any incidents of hold or restraint taking place, wherever possible the support staff must enquire with the young person if they feel uncomfortable, experiencing pain, have sustained any kind of injury or bruising during the event/s. Staff are to be vigilant when they carry out personal care to recognise if there are any injury or potential bruising arising from holds being deployed.
This must at all times be recorded on a Body Chart and attached to the report pertaining to the incident.
In circumstances whereby the child is non-verbal and unable to communicate such information using their own preferred method of communication, the next opportunity where personal care is being carried out, a body chart must be completed to indicate if any injury or bruising has been sustained and attached to the report surrounding the incident.

The information regarding the incident is to be shared with Parents, Social Workers and any significant others within a reasonable time frame. No more than 24hrs.
Leadership and management
18. The name and work address of— (a) the registered provider; (b) the responsible individual (if one is nominated); and (c) the registered manager (if one is appointed).

<table>
<thead>
<tr>
<th>RESPONSIBLE INDIVIDUAL</th>
<th>REGISTERED MANAGER</th>
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<tbody>
<tr>
<td>Freddie Adu</td>
<td>Christine Fishley</td>
</tr>
<tr>
<td>Queensmill School</td>
<td>Queensmill School</td>
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<tr>
<td>1 Askham Road</td>
<td>1 Askham Road</td>
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<tr>
<td>Shepherds Bush</td>
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**REGISTERED PROVIDER**
Q PLUS LTD
Queensmill School
1 Askham Road
Shepherds Bush
London
W12 0NW

**Ofsted URN : 1269 565**

Email: Freddie Adu : head@queensmill.lbhf.sch.uk
Christine Fishley : cfishley.205@lgflmail.org

For All Referrals & Enquiries -: 0208 740 8112 – 0208 222 6044
Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

Q Plus is a Charitable Interest Organisation and Q House operates under the charity.

The conduct of Q House is monitored by the responsible individual and the manager for Q House.

They report to trustees and Q House advisory board.

The responsible individual is Mr Freddie Adu who is the Head Teacher of Queensmill School, a specialist school for children and young people with autism.

Mr Freddie Adu

Mr Adu has 17 years’ experience of working with children and young people on the autistic spectrum and since 2003; these have all been within senior management positions.

His responsibilities as head at Queensmill entail leadership in managing the quality of practice of staff supporting CYP so that they are able make academic and social progress.

This requires extensive knowledge of the condition of autism and the most appropriate resources and interventions.

His role as head teacher requires a detailed working knowledge of recruitment, training, monitoring and leadership of staff so that the organisation is able to function with clarity, consistency, confidence and the highest possible standards to ensure parents/carers and other stakeholders have confidence and knowledge of all aspects of Queensmill School.

Leadership in the field of autism is a crucial aspect of Q House and he has significant experience of leading training for staff in autism awareness, safeguarding, positive behaviour management, the SCERTS model, assessment and more. The school has been accredited with highest award from the national autistic society (cutting-edge practice status) for the past two inspections.

Queensmill School has the accolade of holding an Outstanding rating since 2007.
Registered Manager - Miss Christine Fishley

Miss Fishley has 34 years’ experience working in the social care sector with varied client groups, those being:

- Ageing senior citizens, Adults with learning disabilities and autistic spectrum disorders, Adults experiencing mental health illnesses
- Semi-independent services with young adults aged 16-25 leaving the care system
- Children and young people aged 8-19 in a short break service.
- She has worked in NHS settings, residential care and support and her main experience is managing CQC registered services.
- She has worked in a range of roles from support worker, deputy manager, registered manager, project manager, area operations manager; also part of the senior management team within two charities.
- Semi-independent hostels, mother and baby placements & Short break service.

Christine has completed the following training:

- Certificate in teaching in the lifelong learning sector level 4
- HNC in Social Care level 4
- Community Care Practice Course NVQ 3
- Multi Agency Safeguarding CP Level 3
- Train the trainer
- Person Centered Planning and Facilitation
- TEACCH
- Medication Training and diabetes training
- First Aid and Epilepsy Awareness
- E Safety Software Training
- Children’s Safeguarding training within school setting
- Manual Handling Level 2 refresher (one day course)
- Selective Eating and SO SAFE – safeguarding course for CYP with Autism
- Support planning and risk assessment
- Commenced Level 5 Diploma in February 2019
- TEAM-TEACH
- Price supporting challenging behaviour course level 2
- Fire Warden Training
- Interactive and creative play
- Assertiveness training
- Personal and intimate care needs
- Hearing awareness and Nutritional guidelines and active health
- Law and Health and Safety for Senior Managers
- Equality and Diversity
- Performance management and supervision
- Grievance and Disciplinary
- Autism Awareness
- 3 Day PECS Training (picture exchange communication system)
- Sensory Integration and toilet training
- Introduction to FMS
- Learning Disability and Mental Health First Aid
- Compliance management

As the Registered Manager Christine has overall responsibility for Q House, as well as the development of the service
19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care (cont ........

Mrs Tereasa (Terri Denby ) - Deputy Manager

In 2009 she moved sectors to take up the post of Registered Manager for a 5 and 2 bedded home supporting SEN children that primarily had a diagnosis of Autism, Asperger’s, LD, MLD, PMLD, PDA (Pathological Demand Avoidance), ADHD, Epilepsy, Ataxia, Dravits Syndrome and challenging behaviours associated with the aforementioned conditions.

She lead the home to gain Outstanding whilst assisting the Director to develop and grow the business before gaining promotion in 2014 to Service Manager within the same company overseeing: Fully Residential, Shared Care, Respite (8-18) homes, Supported Living and Adults Residential services along with Outreach support services.

Terri is extremely driven and focused on providing the very best care to every child that accesses additional services with a passion of ensuring that the gain the quality of life that they deserve.

Terri thrives on gaining knowledge and as such holds various qualifications within management including:-
- Diploma in Business Studies and Management,
- Diploma in Social Work Studies (Dip SW)
- Diploma in Human Resources
- Book keeping for small businesses.
- NVQ Level 4 Leadership & Management for Care Services,
- Level 4 Safeguarding for Children for Managers and Designated Leads,
- Transitions to Management,
- Train the Trainer Child Sexual Exploitation,
- Train the Trainer Medication Awareness
- IIIRP (International Institute for Restorative Practice), Facilitators Skills Training for Restorative Practices.
- Developing People, Risk Management, Self- Management and Continuous Team Improvement.
- Legislation surrounding Harassment and Bullying within the work place
- Book Keeping for small businesses
- Diploma Level 3 in UK Employment Law

Terri has completed various training courses specific to care and Autism / Learning Disabilities including:-
- NVQ Level 3 CYPS,
- PECS (Picture Exchange Communication System) training,
- TEACCH an approach for working with young people with Autistic Conditions,
- Team Teach and de-escalation techniques, Behaviour Management for those with ASD,
- Safeguarding Investigations,
- ASDAN,
- Child Development for Young People that Sexually Offend,
- Key Worker training, Appropriate Adult Training,
- Business Regulations Fire Risk Assessment Training
- as well as attending numerous training courses relating to Care including:- Hyperkinetic disorders, dealing with Self Harm, Child protection, first aid, food hygiene as well as all other mandatory training courses / qualifications as required.
19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care (cont ........

Nancy Murphy - NVQ Level 3 Children & Young People

Worked in Local Government for over 20 years as swimming coordinator. Teaching public and school lessons and have the following qualifications:
- In 2004, I worked in a nursery setting after gaining my NVQ 3 in Children and Young People
- In 2005, I worked at Paddock School with CYP who had global development delay/SEN
- In 2007, I came to my current post of Teaching Assistant (TA) at Queensmill School. I have worked with all age groups: nursery, primary and secondary. Gaining knowledge in PECS, Team Teach, TEACCH method, Sensory Integration, Attention Autism, Makaton, and Sign-along. I have also completed Q House statutory training.
- 2018 - Since the opening of Q House, I have been supporting CYP for their short break and overnight sessions, following their support plans and meeting their individual needs. This has been as a support worker and shift leader. ASA advanced swimming teachers
- NVQ level 3 swimming teachers, Disabled swimming teachers and my gym instructors., Parent and baby teachers

Aaron Bint – Shift Leader – Team Teach Trainer, Diploma Level 2 in childcare – Undergoing Diploma Level 3 in H&SC

Aaron has been working with mainstream students, young students and young adults with severe and complex needs within autism for the past 16 years.
- 2002 - Aaron started football coaching for children under 6; he was very successful and stayed with the young children till they were 15 winning many trophies along the way. In 2002 Aaron started work in a private nursery in Fulham caring for young children and babies from the age of 3 months to 5 years. Aaron completed his level NVQ2 in child care whilst moving up to room leader. After 4 years Aaron left to live abroad as a kid’s entertainer for 6 months. Aaron returned back to the nursery after 6 months and was made deputy manager of the nursery. Aaron started his level NVQ 3 in childcare and was asked to manage the nursery while the manager was on maternity leave and was in charge of the running of the nursery, schedules, cooking, delegating, recruitment and retention, rotas and organising the handling of payments etc.
- In 2009 Aaron joined Queensmill school and started as a TA, grew into a lead and completed his (HLTA) higher learning teaching assistant. After 2 years he took on the role as PE teacher and completed a 2 year SEN/PE course in 2012 (Specialist PE teaching assistant) Aaron has since been running all PE sessions, enrolments of all out of school competitions and representing Hammersmith and Fulham borough in competitions.
- In 2013 Aaron was made club coordinator for breakfast and after school clubs. In 2016 Aaron completed his level 1 and 2 in trampolining and as the trampoline coach for the school Aaron delivers trampoline training to all staff.
- In 2017 Aaron completed a 5 day Train the trainer Team Teach Course and de-escalation techniques, Behaviour Management for those with ASD and is now one of the schools team teach tutors and delivers regular training for the school and external staff.
- In 2018 Aaron was promoted to day care coordinator for holiday club and Saturday day club for Q House and is a regular shift leader. He has completed various training courses including: PECS (Picture Exchange Communication System) training, TEACCH an approach for working with young people with Autistic Conditions. He has completed statutory training for Q House which includes Fire Risk Assessment Training, first aid, fire marshal, safeguarding, health and safety, food handling as well as all other mandatory training courses. Aaron is currently completing the QCF level 3 diploma in children and young people.
Charlotte Murphy – Undertaking QCF Level 3 Diploma in CYP

I have worked at Queensmill since the April 2011; I started as a TA and was able to take on the role as a HLTA. In February 2018 I took on a new role and became an outreach worker providing support to varied schools. I also work at Q House as support staff and shift leader and have completed their statutory training. I am currently completing the QCF level 3 diploma in children and young people. Since being at Queensmill I have completed all in house Training listed below:

Sensory learning, TACPAC, Intensive interaction, Food hygiene, Singalong, So safe, Team teach, First aid
Safeguarding and child protection and safeguard online training, prevent training, New staff induction, H&F and fire evacuation training, Autism awareness
The Queensmill way, The SCRETS model at Queenmill school, Sensory interaction induction, TEACCH – structured teaching, Mealtime/ selective eating
Toileting training, Communicate in print, Lunchtime routines, Active inspire, E-safety

Miss Laura Belshaw – Shift Leader currently completing her QCF level 3 diploma in children and young people

Laura has been in the childcare industry for Nearly 10 Years and has worked in various settings such as private nurseries for children aged 0-5 years.

Laura is a HLTA at Queensmill School (Higher Level teaching Assistant) for children and young people on the ASD spectrum and has been working there for 7 years. She has completed training at Queensmill School which consists of: Safeguarding, PECS (picture exchange communication system), Teach (An approach to work with children and young people on the ASD spectrum. Team Teach, induction to Autism, sign along, intensive interaction, sensory integration, toilet training and feeding training. Laura has also completed her NVQ level 2 and CACHE level 2 in childcare at Kensington and Chelsea College, in addition formal qualification for HLTA. She has also completed various statutory training sessions within Q House and works as support worker and shift leader. She is
Silvia Bortolotti – Shift Leader – Currently undertaking her QCF level 3 diploma in children and young people

Silvia has been in education industry since 2014 working with ASD children in a SEN school. Silvia is from Italy and gained experience there in a bilingual nursery and mainstream school. She completed her university studies back in Italy and returned to London to work at Queensmill School. She then became a lead for the after school clubs.

Silvia holds a Diploma in Social Sciences and a Bachelor degree in Education in special needs community. She also completed a postgraduate module at UCL in “autism research and practice “ Silvia has completed various training courses including: PECS (Picture Exchange Communication System) training, TEACCH an approach for working with young people with Autistic Conditions, Team Teach and de-escalation techniques, Behaviour Management for those with ASD.

She works at Q House as a support worker and shift leader and has completed all the Q House statutory training.

Mrs Susan Simpson - City and Guilds Childcare Course, Nursery Officers course, Advanced Nursery Officers Course, NVQ3 BTEC Childcare and Education

Sue has been in the childcare sector since 1982 first working in a pre-school setting as a play leader. In 1994 she combined this with working as a senior play worker in an after school/holiday play scheme provision in the voluntary sector. In February 1996 she moved into the voluntary sector full time within the same company, taking up the position of Senior Childcare worker working with children under five in a day care setting gaining promotion to joint Deputy Manager in 1999. In January 2004 she moved sectors to take up the position of Nursery Nurse at Queensmill School. In 2007 she gained the position of HLTA.

Sue holds various qualifications within childcare including. Diploma in Childcare and Education, HLTA, Degree in Education in context

Sue has completed various training courses including: Targeting and Outreach to families with special needs, Promoting positive behaviour, PECS (Picture Exchange Communication System) training, TEACCH (structured teaching for children with autism), Makaton, Team Teach and de-escalation techniques, SCERTS, Autism awareness, Health and Safety and Fire Evacuation, Basic Hygiene, Sensory learning, Intensive interaction, Sign along, So Safe, Behaviour Management, First Aid, Prevent training, The Queensmill way and Safeguarding as well as other mandatory in house training.

She works as a shift leader at Q House and has completed their statutory training.
Jean Wilson – Shift Leader - NVQ Level 3 Child Care

Jean has been working at Queensmill school for the last 3 years; she has 30 years’ experience in the child care field. Initially starting her career in the early year’s sector, and then moving onto working with primary school aged children in both mainstream settings and special educational needs school settings. She has also worked in many other settings with children from nurseries, crèches, playgroups, after school clubs, mainly for Hammersmith and Fulham. Jean has worked at the paddock special educational needs school, Haven Residential Children’s Home, also sessional carer for children with learning disabilities and complex needs disabilities for Hammersmith Mencap as a support worker. She has completed all relevant and statutory training within the school such as Team Teach, PECS etc.

She has worked at Q House since it opened in 2018 as support worker and shift leader and holds and statutory training within Q House.

Mr Victor Matilla Casanova – Shift Leader – Currently undertaking Masters in Autism, Qualified Teacher.

Teacher at Queensmill School and has worked in the Education industry since 2010. After graduating from Segovia University with a Bachelor’s degree in Education and working as a teacher in Spain, Victor moved to UK and Joined Queensmill as a Lead TA, working with children with ASD in 2012. He Became a Teacher in 2013/14, which is the position he holds at present.

Victor has been working at Q house, with children with ASD in a residential setting, since it opened in 2018 and is a shift leader. He has completed Q House statutory training.

Victor is currently finishing his Masters in Autism with the University Central London university and taking part in a SCERTS champion project and is due to graduate in summer 2019.

He has also taken all mandatory and additional training:-.
This includes:
Safeguarding and Child Protection, Autism awareness, The Queensmill way, Sensory Integration induction, Toileting training, Active inspire, TACPAC, Intensive interaction, Signalong, SO Safe, PECS (picture exchange communication) training, Team Teach and de-escalation techniques, TEACCH an approach for working with young people and autistic Conditions, Food hygiene, Fire safety, SCERTSAs well as all other mandatory training courses.
Michelle Caleb – Shift Leader

Miss Michelle Caleb has been in the Education/care industry since 2017, starting as a Teaching assistant at Queensmill School with children with ASD a position she currently holds. She has been working at Q house, with children with ASD in a residential setting, since it opened in 2018. She is a shift leader and has completed their statutory training.

Michelle has completed her BA honours degree in Person centred counselling and will graduate in July 2019. She also has BTEC National Diploma in performing Arts at distinction level and has undertaken all training necessary to work at Q House. This includes: Safeguarding, PECS (picture exchange communication) training, Team Teach and de-escalation techniques, TEACCH an approach for working with young people and autistic Conditions, Food hygiene, Fire safety as well as all other mandatory training courses.

Peshqueshe Gjegja (Pesh) - NVQ 3 Childcare,

Pesh has been in Education industry since 2007. She started working in primary and secondary mainstream schools as a LSA.
She has been at Queensmill School which is a special educational needs school for children with autism, from 2008. She has worked in early years and with young adults at the school aged 13 – 22 to date.
Pesh completed her, GCSE in English and Maths and then in 2014 – 2016 Pesh studied at St Mary’s University where completed a Foundation Degree in Education. In 2017 – 2018 Pesh Graduated with BA Degree in Education from St Marys University. All the studies completed part time (alongside work) and supported by Queensmill School. Pesh has completed all statutory training provided by Q House I as Autism training, Safeguarding and Child protection, Safeguarding Online Training, Teach, Team Teach, PECS, SCERTS, E- Safety , Food Hygiene, Sensory Learning, intensive Interaction, So Safe etc. Pesh is First Aider and provides excellent service to the children and young adults that she works with and to the employer.
Pesh has been working at Q House since it opened in 2018 as a shift leader. She has completed Q House statutory training
20. Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education or health care

The current Q House front line support team have extensive experience in supporting children and young people with autism.

There is a core team in place who provide care and support to the children who use the overnight service and short breaks service. There is also a team of bank support workers made up of staff from the school and they cover shifts as and when required.

Four members of the core staff have enrolled onto the QCF level 3 Supporting children and young people. There is a training plan in place that covers statutory training and in house social care training to ensure they are competent and confident practitioners.

There is a staff handbook in place that outlines the training plan, the mission statement and ethos of Q House, key information and policies.

The Manager receives supervision from an external professional that is suitably qualified to advise, guide and support the Manager appropriately.

Owing to the home being newly established and only providing a limited service the staff team are primarily employees of the school. All have been in the school for a number of years and know the children we support extremely well.

The plan is that once we establish Fully Residential status that staff from the school will move over to gain full contracts with Q House and become the established core team.

All staff will receive regular 1-1 supervision with their designated supervisor once approximately every 6-8 weeks for the core team. A supervision agreement is drawn up between the supervisor and supervisee and reviewed at least once per year, more if required.

In addition staff will receive supervision through receive an annual appraisal where their competence will be assessed and reviewed. A personal development plan will be put in place that will be worked on throughout the year, via their supervision and development sessions.

For team members who require extra support and development, they will be supervised more frequently, also have development and coaching sessions.

The service is committed to the development and retention of staff, to provide a high standard service and continuity. Each individual will have a training profile in place that outlines training undertaken, and skills and knowledge gained to date. Their development plan will outline how all areas of development will be met and also form part of the profile.
The ongoing professional development of staff will be supported by the following:

- Internal training provided by a range of therapists, professionals and teachers that work within our sister company Queensmill School
- Queensmill core quarterly training programme
- Q House will identify social care specific training specific this will be provided by the management team, through targeted sessions, team meetings workshops
- Core Residential services training, offered by the bi-borough
- Team members identified as core team will be enrolled on the Diploma Level 3 supporting children and young people
- All unqualified staff are expected to undertake this professional qualification
- Management development is also given a high priority, meeting with the responsible individual once a fortnight to provide updates, identify any needs for the service and discuss the progress of Q House in general. These timescales are fluid dependant on the needs at the time
- The manager currently attends forums for home managers, management meetings and professional meetings within the bi-borough.

21. If the staff are all of one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes.

The home staffing is mixed in terms of age, gender, race, ethnicity, culture, religion and sexuality.

The home promotes equality and diversity without any prejudice.

The core team consists of male and female support staff, shift leaders have been identified to lead each shift. In addition they are positive role models for the children, young people and their peers. The main aim of the core team will be to create an environment that is homely and fun, offer new and exciting experiences and make positive changes and differences in children and young people’s lives.
**Care planning**

**22. Any criteria used for the admission of children to the home, including any policies and procedures for emergency admission**

Criteria for admission / Adjustment and Variation.

Q House is an Autistic Specific 4 bedded provision that provides accommodation for either gender age 8 to 18 years. Each child will have their own bedroom when in residence.

Q House specifically provides accommodation for Service Users with Learning Disabilities and or Autistic Spectrum Disorders. Q House is unable to offer specific therapies such as Lovvas Therapy, Son- Rise etc., though some aspects of such therapies can be incorporated in to daily plans.

Any specific work undertaken with the young people will be agreed by the placing authority/parents and any other professionals deemed appropriate.

Currently available are:

- PECS
- TEACCH
- Play therapy
- Sensory Therapy
- Life Long Learning Skills
- Personal and social relationships
- Life story work
- Behaviour management
- Supervised contact
- Advocacy
- Social Stories (when deemed appropriate)
- Restorative Practise

We will seek to ensure that in all cases, the services offered by Q House also meet the needs of service users currently placed with us, whilst balancing this with the needs of the other service users in the home at the same time. Q House does not accept emergency admissions.

To this end we operate a comprehensive pre-placement assessment process where each service user’s needs are specified taking account of their autistic needs and associated conditions and impairments. An Initial Assessment of Need is completed prior to admission. This process leads to a written Summary Care Plan.
The Summary Care plan for each service user will be devised upon commencement of placement. This is a fluid document that will outline the objectives of the placement, how these are to be met on a day to day basis with contribution to be made by the staff supporting the child from Q House.

The effectiveness of the placement is to be assessed in relation to each major element of the plan. This information is then transferred to a working person centred Placement Plan for staff to follow on a daily basis. Any confidential information not relevant for the day-to-day care of the young person is omitted from the plan.

The placement plan will take account of all autism needs including:

- Specify the needs of the service user around each area of the triad of impairments, Communication, Imagination, Social Interaction and any sensory sensitivity.
- The use of appropriate alternative methods of communication used by the service user e.g. Makaton, PEC’s, Sign along and their own interpretation of the sign.
- Health needs including medication and dietary requirements.
- Care needs including safeguarding and promoting welfare.
- Physical and emotional needs.
- Education needs and attainment targets.
- Cultural, religious, language and racial needs and how they will be met.
- Leisure needs social activities and community interaction.
- Contact arrangements with family, friends and significant others.
- The young person’s goals and aspirations.
- Agreed developmental outcomes.

All service users admitted to Q House are assessed by Q House Management Team prior to their placement being agreed. The placement is then as far as possible planned by the Registered Manager and Deputy Manager.

All children and young people will have the opportunity to visit the home prior to admission (timeframes permitting) – this will allow them to become familiar with the environment, meet the staff team that will support them when they initially access the home whilst building relationships.

Tea time visits will be observed closely and written feedback given to parents, social workers, family support workers and all significant others.

The child will be encouraged to personalise their room with familiar and favourite toys, objects of choice, duvet covers, curtains etc. when coming for their initial visits in order for them to feel relaxed, safe and secure.
The number of tea time visits will depend on the child’s individual needs. Parents, carers and significant others will be encouraged to visit, so they gain an insight and understanding of where their child will be residing or staying.

Q House will support a full transition wherever possible and deemed appropriate incorporating time lines and social stories to aid understanding. All children on full time placements will be provided with:

- an allowance to personalise their rooms accordingly.
- We will ensure that all of their clothing has been accounted for ensuring that it is serviceable and fit for purpose. Should this not be the case then discussions will take place accordingly to ensure their needs are met fully.
- Each child on a full time placement will enjoy a holiday each year. The duration and location will be in line with the child's needs and what is deemed appropriate for them as individuals. This may include foreign holidays, especially to those children that has links abroad, to help facilitate family contact and identity.
- Each child will be provided with Pocket Money in order for them to spend as they wish. Staff will support them to do this where necessary.
- We will encourage children to make savings.
- Each child will be provided with a clothing allowance to spend as they wish, again with support as required.

Q House will always try to support children and young people transition successfully through to alternative services, venues, schools and adulthood in a planned way. Whilst a child is progressing through the transitional phase of their life, Q House will ensure that their transition plan will be executed accordingly. In addition make necessary plans and adjustments to the registration of the service if required to remain compliant at all times.

*Please refer to the Admissions Policy for full insight into the process.*
Q HOUSE ORGANISATION CHART

House Name: Q House

Date of Update: 29 May 19

- **Responsible Individual**
  - Freddie Adu

- **Q House Registered Manager**
  - Christine Fishley

- **Safeguarding Lead & Senior Mentor**
  - Joanna Dziopa

- **Deputy Manager**
  - Tereasa (Terri) Denby

- **Speech & Language Therapist**
  - Amy Rose McClean

- **Occupational Therapist**
  - Ana Jay
  - Kate Doyle

- **Maintenance Team**
  - Nigel Lyons
  - Pedro Dos Santosteixeira
  - Hollis Atherly

- **Admin Support**
  - Lorraine Morgan
  - Joanne Hynes
  - Bostjan Figek

- **Teachers**
  - Emma Cullen
  - Victor Casanova

- **Family Support Worker**
  - Charlotte Spencer

- **Shift Leaders**
  - Day time
  - Night time

- **Activities Co-Ordinator**

- **Shift Leaders**
  - Night time

- **House Staff Team**
Q HOUSE SAFEGUARDING ORGANISATIONAL CHART

DATE OF UPDATE:- 28TH May 2019

THIS CHART IS INTENDED TO GIVE A BRIEF OVERVIEW OF THE LEVELS OF RESPONSIBILITY IN SAFEGUARDING PROCEDURES. REPORTING LINES ARE DEPENDENT ON THE SEVERITY OF THE SITUATION AND STAFF SHOULD READ THE FULL POLICY FOR DETAILS OF PROCEDURES.