



Statement of Purpose
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The Care Standards Act 2000 and The Residential Family Centres Regulations 2002 requires that all Residential Family Centres have a Statement of Purpose. This is the Statement of Purpose for The Groves Residential Family Assessment Centre.

This document aims to provide a clear understanding to all professionals and families about what they can expect from the service provided by The Groves. It is very important that all members of staff are familiar with the contents of this Statement of Purpose and ensure that all operations within the home are consistent with its content.

The Statement of Purpose will be made available to any residing family member, any Social Worker of a family residing at the centre, any social workers or placement teams seeking to place a family at the centre and members of staff. It will also be available to any representative of Ofsted.

We provide a summary of the Statement of Purpose in the form of a 'Residents guide' to families as part of their transition into the centre.

Both the Statement of Purpose and the Residents Guide are reviewed at least annually or following any significant changes to the centre.

The date of the **next review will be February 2025.**

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1. Who are we?

The Groves Residential Family Assessment Centre is situated in the London Borough of Sutton and is part of Green Harvest Family Assessment Ltd. It was registered in Feb 2023.

2. Our mission, aims and objectives of the centre

Our mission statement:

“It is our mission to ensure that every child has the opportunity to live within a family, cared for by parents who will ensure that their children are able to grow up in circumstances that are consistent with the provision of safe and effective care which will nurture them to reach their full potential.”

We aim to achieve this through a process of fair, objective, and transparent assessment, helping parents to understand, address and plan for any obstacles they may face in relation to their parenting capacity. The assessment will also provide local authorities and the courts with the information necessary in making decisions about the welfare of the child.

We recognise that the best outcomes and success do not necessarily mean children remaining with their families. We begin every assessment with the goal of keeping families together, wherever possible. However, when this is not in the best interests of the child (or children), we will provide evidence-based reasons why separation is advisable ensuring that any such recommendations are managed as sensitively as possible for parents and child (or children).

Our primary aim is to safeguard and promote the welfare of vulnerable children. We acknowledge that each family has their own differences and particular set of needs and challenges. All efforts will be made to ensure that the assessment process is a supportive and empowering one and we will strive to work together to identify and address any obstacles and to assist the family in placing the safety and needs of their children first.

The standards expected of parents with a disability should be no less and no more than those standards expected of all parents. Each child has the right to a loving, secure family life which recognises and meets their physical, emotional, and psychological needs. For parents who have disabilities, achieving this for their children may need additional assistance, support, and training.

Our practice arises from the legislation and guidance that informs social work practice, in particular the Care standards Act 2000, Residential Family Assessment Regulations 2002 and National Minimum Standards for Residential Family Assessment Centres. It is also supplemented with the following legislations: The Children Act (1989) and (2004), Working Together to safeguard children (2023), and the Department of Health Framework for Assessment of Children in Need and their Families (2000).

3. Underlying Ethos and Philosophy

The whole team at The Groves will strive to work with parents and children in a manner that is professional, respectful, empowering, enabling and, when necessary, appropriately challenging.

Staff work to develop relationships that encourage self-esteem and raise self-confidence as we recognise that these are key ingredients in supporting parent to create and sustain positive changes.

We work in partnership with parents and professionals through:

- Respecting individuals and delivering services within an anti-discriminatory framework.
- Direct and jargon free feedback.
- Open recording.
- Use of written agreements to ensure transparency.
- Sharing information.
- Regular reviews, seeking feedback from parents and children.
- Being proactive in our approach.
- Empowering families by supporting, advising, and informing parents by building on strengths as well as identifying areas to develop.
- Regularly evaluating our practice and performance.
- Families contribute to staff team meetings and all residents have weekly house meetings.
- Offering group sessions.
- Working in partnership with the local children's centre and other community resources such as the local foodbank.

We aim to achieve this by working in ways that reflect key values in the team. The aim of The Groves is to achieve a balance between offering support, monitoring the care and wellbeing of children, intervening where necessary, and encouraging families to gain independence.

Assessments reflect the fact that parents learn in different ways. Where it is felt necessary, the centre will enlist the use of an interpreter so that we are able to communicate effectively with those families who have English as a second language. We can also create easy read documents to offer information in an accessible, easy to understand format. This is often useful for parents with learning disabilities or difficulties and may also be beneficial for people with other conditions affecting how they process information. We work with the family to find out what works best for them.

The team values an approach which is compassionate but directly tackles challenging issues. We acknowledge that there is no such thing as a perfect parent, and everyone makes mistakes. It is our view that parents should be allowed to make mistakes but have the responsibility to learn from them. We will also support this by acknowledging that it is okay for members of the team 'not to know'. We look at ways of problem-solving with parents. We recognise that if expectations are too high it can set families up to fail and feel inadequate. We aim to set a culture within which enquiry and learning from experience will eventually support success, no matter how challenging the circumstances.

Assessments of families should be based on observable behaviour rather than personal feelings; and be independent of any other agency. 'Good enough parenting' is the standard we require of parents. There are many right ways to care for children meaning the team does not promote a particular way of parenting, as long as the needs of children are met, and it allows them to grow and develop.

The team will work with parents, within the context of child protection guidelines and the Children Act 1989 and 2004, to look after their children in a way that reflects their beliefs and culture. In order to do this, staff may need to put aside some of their own beliefs and values. All staff and parents bring their own cultures, individuality, and differences which should be shared and celebrated. We do however recognise that difference can lead to conflict. Therefore, the team is committed to using the current structures and policies to resolve issues if they occur.

At The Groves, we hold the view that parents be responsible for themselves and their children. It is recognised that being required to undertake an assessment of this nature may feel challenging. We encourage parents not to view themselves as 'victims of the process, but to establish a positive partnership with the team in the best interests of their children. The staff are committed to working in a compassionate and sensitive way, encouraging parental accountability. It is essential that parent view themselves as positive agents of change, as such staff will seek to minimise the natural response to look to blaming others for their difficulties. The team believes that parents who can start the journey of taking responsibility are demonstrating a greater potential to be able to overcome their difficulties.

Families are encouraged to participate in the tracking of the trajectory of their assessment and therefore key work sessions are planned weekly so that they are informed of the progress of the placement. A report is provided after these meetings to highlight the family's progress and identify any obstacles still to be addressed. Families' assessments are also discussed by the whole staff team in group supervision as part of weekly team meetings. This feedback is then given to the parents and the family assessment plan is shared once a week. To enable families to

build on strengths or address challenges, the family are asked to think about the actions they would like to take for the week ahead and comment on the feedback they have received, this allows for transparency. Once this session is completed, a written record is given to all parties including the local authority.

4. Methods of work and ways of working:

We offer a wide variety of education and support services to teach parenting skills and other life skills to promote safe and nurturing parenting capacity in a manner that is professional, respectful, nurturing and, when necessary, appropriately challenging. Staff work to build relationships that encourage self-esteem and raise self-confidence.

The Groves places the child first. Staff work with parents from the perspective that they are responsible for their children, and staff will only intervene where necessary. Our practice and interventions are evidence based, we use direct and indirect observation and theoretical models.

The Groves staff team have experience of working with parents with a variety of needs within residential settings. As such, The Groves ensures that sessions and advice are presented in a way that enables parents with any additional needs to participate.

At The Groves, the Framework for the Assessment of Children in Need and Their Families (DoH 2000) will be central to all assessments. However, each assessment will be tailored to fully meet the individual needs of the families. The families will be supported through sessions to understand the framework and their individual assessment plans will offer a traffic light system of the areas that the family need support in. Each week the model will be to highlight the high need areas of worry or concern and then find solutions, problem solve and support the parents to try to action the changes needed.

CUBAS Dynamic Parenting Assessment

CUBAS is a dynamic and adaptable parenting assessment model and software assisted solution for social workers. Designed by people who understand the complexities of the assessment process. For use with all parents, including those with additional needs. CUBAS is not a parent training programme. CUBAS encourages learning and change.

CUBAS was created by respected social work expert witnesses in recognition of the fact that no assessment of parenting should ever involve a 'one size fits all' approach. Also, in recognition of the fact that in today's world, an ever-broader range of complex personal and social issues potentially influence a parent's capacity to protect and nurture their children. These matters can also significantly impact upon their capacity to change and develop as parents. CUBAS software and toolkit updates keep pace with every developing concern for children and their parents, and fully explores a far wider range of issues than any other model.

CUBAS is suitable for parents with additional and standard needs.

CUBAS Assessments achieve the most robust and conclusive social work evidence to assist local authorities, legal parties and the court regarding parenting capacity and change potential. CUBAS achieves this equally effectively with any parent, at any stage, whether there are additional challenges with learning or no such issues.

As experienced social workers we know the sheer frustration of working with outdated assessment frameworks, and blunt evidence gathering tools.

CUBAS addresses:

- Cognition issues
- Parental emotional mental health
- Parental physical health
- Parental experiences and needs
- Understanding of children's needs
- Any drug/alcohol use
- Adult attachments
- Relationships
- Domestic conflicts
- Criminality
- Support networks
- Other environmental issues
- Parental insights
- Parental attitudes
- Honesty
- Receptivity
- Engagement
- Motivation
- Capacity for change

Sessions are offered on a weekly basis and tailored to the needs of each family. In general, they are planned, although sessions are sometimes offered spontaneously in response to specific situations. Sessions can be formal one to one discussion or informal in the moment practical sessions. Examples of sessions offered are:

- Background sessions (CUBAS Facets 1 & 2)
- Relationships
- Timeline sessions
- Substance misuse
- Assessing Sexual Safety Knowledge
- Parenting Capacity/Knowledge in Principle (CUBAS Facet 3)
- Understanding Obstacles to meeting their child's needs (CUBAS Facet 4)
- and specific sessions around the concerns of the local authority.

Additional sessions to support the family will be:

Play and Development Sessions will be offered weekly or more consistently if there is a need as this will provide opportunities for parents to learn about their child's development and needs, as well as learn new skills around play and developing confidence in their own playfulness. They also provide opportunities to assess the emotional relationship between parent and child.

Health and Safety and Life Skills sessions will be offered as a group. These are SIDS (sudden infant death syndrome) keeping your baby well, common childhood illnesses and general home safety. Following these standard sessions, the Groves will ask the families what other areas of safety and life-skills that they would like to learn about by providing them with options to choose from.

Promoting Self Esteem: The Groves believes that all parents need to be supported

with self-esteem and confidence. Often a lack of self-belief impacts on parents' abilities and affects the way in which they perceive their worth. For this reason, we address this area quickly. The Groves' self-esteem programme aims to focus solely on the person rather than the "failing parent," "useless partner" or "friendless person." It encourages individuals to focus on their strengths and abilities rather than their failings and weaknesses. By doing this we are helping parents to regain a sense of belief in themselves.

Mental wellbeing – Whereby a parent has a diagnosis of Emotional unstable personality disorder, a workbook has been developed to help them to understand their diagnosis and support their partner to understand their diagnosis, and the impact this can have on parenting and child. We will be introducing workshops on mindfulness as well as promoting self-care sessions such as pamper nights.

Anger Management Even though anger is a natural healthy emotion, it can also prove to be highly damaging which is why we unravel some of the complexities that contribute to someone losing control. Only once we have got to the route of anger, can we help families to deal with difficult situations in a controlled way. The workshops concentrate on identifying the source of anger, the "triggers" and the need to change. A safety action plan with strategies on how to "cope" is then composed with the focus heavily on the safety of everybody involved in any given situation. We also will encourage the parent to seek support through the local GP services.

Domestic Violence and Parental conflict. At the Groves, we will support parents where there is parental conflict, domestic abuse, and violence in relationships. Whilst we may support the parents in the first instance of helping them recognise there is a problem through sessions, we then provide workshop sessions and signpost parents to groups specific for their needs and we will support the parents to make links with other professionals. We will be offering access to the Freedom programme online and staff will be supporting parents where there is parental conflict. In addition to this, The Sutton Woman's Centre also run a programme in person. We believe that these links are important as they are the professionals that are likely to support the parents in the wider community.

Community links and additional services. The Groves have created links with the local children's centres and Sutton hub where families can attend sessions and classes such stay and play, mini explorers, cook with us. Citizen Advice, welfare benefits support, mental health support, ESOL Classes, and a father's group.

Counselling: We are aware that counselling is very important to the families that are being assessed at the Groves and we are aware of the local counselling resources. We support families to self-refer as part of the Sutton uplift services, and they also can access the Sutton crisis café that operate 7 days a week. The service is run by Sutton mental health foundation and supports adults with mild to moderate mental health crisis.

5. Assessment Approach.

At the Groves we approach our assessments in three phases.

Not every family is able to care for their children but at The Groves we believe that where concerns exist, every person has the right to have their parenting potentially assessed, supported, and understood. We believe that parents referred to The Groves benefit from skilled, sensitive assessment and support from an experienced multi-disciplinary team. We do not avoid difficult issues and work in an open and honest manner with parents.

An individual's progress in the Assessment is evaluated weekly so that the team can take account of changes and note areas that still need further work. Each parent is encouraged to participate in the planning process. We believe parents should have input into their own goals and as professionals we are committed to helping them achieve those goals to create change.

During an average assessment stay of 12-13 weeks, two formal reviews will be held to which the families will be invited.

Phase One

Weeks 1-2

Observing Baseline Parenting and settling in: During this period the family will be observed throughout the day and night (Night Assessment). It is hoped to be purely observational to allow parents to settle into the placement and gather an understanding of skills and knowledge; meaning we try not to intervene, offer advice, coaching, or feedback on parenting. Intervention and support occur if a child is at immediate risk of harm or parents ask for support.

We will also complete Facets 1 & 2 of the CUBAS Process which seeks to gain information about the parent and child/ren. This, along with the review the parenting observed, and the referral information and/or letter of Instruction allows us to set the priorities for coaching using a RAG rating. At the end of this phase, we will develop a family assessment plan with the parents.

We will also use this information in the completion of an assessment of risk, this will determine if it is possible to step down from observations over 24 hours and move to daytime observations only.

Phase Two

Weeks 3- 8

Coaching: At this stage, the focus is on CUBAS Facet 3, in which we gather information, observe, and offer support. We will also explore CUBAS Facet 4, seeking to understand obstacles to meeting the child's needs. This will inform the coaching, particularly around the areas of high and medium need identified in phase one. How coaching is presented will be designed to ensure that it is accessible for parents whatever their level of need.

The second stage of assessment usually lasts 6 weeks and is used to support parents parenting techniques. We use the framework for the assessment of children in need and their families to ensure we capture the whole child's experience as part of the assessment process.

Weekly actions are set with the family members and then reviewed. Each week areas may move between high, medium, and low need for coaching. Sessions are then identified and planned to support the families. At the end of this phase, we will identify if parents need further coaching or time to embed the learning.

At week 7, a review will take place with a summary report – The Mid-way Review.

This will have allowed for 6 weeks of coaching and will highlight areas of high, medium and low needs of support and actions/recommendations identified.

It may be recommended that further coaching is needed at this stage.

Phase Three

Weeks 9-12

Observing Parenting Capacity and Change Potential (parents' ability to sustain learning outcomes): During this phase, the team will be looking to observe how the families have been able to put into practice the support and coaching offered in previous weeks. Staff observe and record, but do not prompt or offer support unless there is a risk of harm. This helps the team to recognise the change potential and new levels of parenting capacity. It will also highlight any unresolved obstacles for the parents to meet the child's needs within the community and what support might be needed to address this.

If families successfully demonstrate and maintain improvements without continual prompts, they are supported in their return to independent living and a final assessment outlining the family's support needs is provided. This period is extended if deemed necessary.

5. Ways of Working

Supervision and Observation: The Groves staff are experienced in working with families where children have been or are going through court proceedings. Some families have tight restrictions placed on them whilst at The Groves to ensure their child/children's safety. Depending on individual family circumstances, our supervisory techniques can range from round-the-clock staff care through to supervision during the child's key times only, such as mealtimes, bath, and bedtimes.

In all cases, the need for placing restrictions is explained in the placement planning meeting and parents are requested to sign their placement contract to evidence their acceptance of such restrictions and supervision prior to admittance.

The contract will also be expected to be shared with the family's legal team so that they have guidance and understand what they are signing and agreeing to. We regularly review restrictions with the aim of reducing them in order to make life as normal as possible for the family. However, this is only done so when it is considered safe for the child.

Staff keep a detailed account of a family's day and include any observations in a daily sheet. The key worker will use this to inform the weekly family assessment plan. Families are asked to attend sessions weekly, each session is tailored to support individual families and may include play and child development/safety/life skills. It is taken seriously if these sessions are missed, although family commitments are taken into consideration and weekly planners are offered to support the families to organise their time.

Family assessment plans and feedback sessions are offered weekly. The feedback offered summarises the observations made over the previous week and outlines what this means for the family. The sessions are held between the parents and their key worker and allow them time to discuss the progress of their placement, and to be supported to understanding what teaching they will be offered each week.

These sessions are supported by parents having the opportunity to identify their own goals for the week ahead and outline the support they feel they might need in the coming week. The feedback forms a weekly assessment plan for each family which

we call Family Assessment Plans (FAPs). These are important sessions as they provide the opportunity to discuss in more detail issues of concern and acknowledge positives. The sessions write ups are then sent to the Local Authority, so they are aware of the progression of the placement from both the parent's and the team's point of view.

Technological Resources include the use of a tablet, which enables parents to access applications that offer further information on parenting, such as the Baby Buddy App, which can track development. In addition to this the tablet allows for families with limited literacy skills to have their daily sheets, letters, and any other forms of written information uploaded on to it and read aloud.

For parents who find writing difficult, there is the otter app, an application that allows for spoken words to be immediately typed up, this text can then be transferred to the daily sheets or feedback forms. In addition, where parents have English as their second language, the tablet is able to access online translation services to support the parents in their understanding. The parents will have access to a laptop which they can use for virtual meetings.

Role play: is also offered throughout the assessment, usually through staff role modelling practical care tasks and giving advice to parents in the moment.

Addressing Advice and Role Modelling are used to provide in the moment advice and support. This includes demonstrating appropriate methods on a one-to-one basis regarding practical basic care methods and overall parenting, such as handling, bathing, stimulation, communication, and boundary setting etc.

Charts and Guidelines are provided from the onset of the placement; in our experience this supports parents with childcare tasks. We ensure that our charts and guidelines are adapted to individual needs; this may involve creating easy read documents and using pictures. In the first week of the placement, we also identify with the parents what they would like their routine to look like.

From our experience, and in line with recommendations from the [Good Practice Guidance on Working with Parents with a Learning Disability](#) (2007/2016/2021), the following considerations are made during the assessment for parents at the centre:

Language and Communication: We are aware of using clear, jargon free language in all the information we present to parents. In addition, where it is felt that a parent may have difficulties in comprehension, staff will check back for understanding by asking simple questions, and ensure time is spent with parents so that they have every opportunity to understand. Work also includes escorting them to key appointments, such as the GP, so that the correct information is brought back to the centre and staff can support the parent appropriately.

Where a parent first language is not English this will form part of the pre-placement assessment plan to ensure that the family receive the appropriate support through interpreters – We will also support the families to participate in ESOL classes.

Pictures: where possible easy read images or pictures are used so that if parents struggle with reading or are unable to understand words, they can be supported to read the meaning through the pictures.

Practical Sessions: are offered in appreciation of the fact that some people learn through doing rather than through instructive teaching.

Issues on a gradual basis: we prefer to tackle issues one at a time to avoid the parent feeling overwhelmed.

Repetition: this may involve repeating sessions if it is felt that some rehearsal would aid change and understanding. Once information or new skills have been learned they need to be maintained over time. This is achieved by periodic and on-going long-term support to act as prompts, to provide corrective feedback, and to guide change where needed. This is particularly important in relation to parenting skills because the needs of children are constantly changing, as are the triggers for difficult behaviour.

Increased frequency of verbal feedback: this would normally take the form of in the moment feedback which staff do throughout the day when working with families.

Shortened Sessions: For parents who struggle to concentrate in one-to-one session we will consider the need to shorten sessions, for instance we may consider holding three 20 minutes sessions rather than a single one-hour session.

Consistency of approach: Learning will be hampered if different professionals say, do and teach different things or in different ways, particularly in the early stages of learning. It is essential that there is consistency in at least the approaches of the professionals otherwise it will become confusing. For this reason, we work closely with other professionals, such as health visitors, and will if required sit in meetings as a source of support for the parent, as well as to ensure that all professionals are giving the same childcare advice.

In addition, staff will also escort them to GP appointments so that the correct information is brought back to the centre and staff are able to support the parent appropriately.

6. Overview of house

Location of the centre The Groves' Residential is a spacious house offering five placements and is situated in a predominantly residential area in the London Borough of Sutton. Sutton is a large town and is a generally quiet and pleasant place.

Local amenities are within a five-ten -minute walking distance, as is the train station Sutton benefits from a wealth of facilities including, Health Centres, Opticians, Dentists, Libraries, Post Offices, Banks, Chemists, large and small Supermarkets, Grocers, Retail Outlets, and a variety of Places of Worship for different Faiths. Local Leisure Centres are also in close proximity and offer a wide range of Recreational Facilities.

For more information, a Location Risk Assessment is available on request.

7. Statement of facilities

Accommodation Provided

- Each family is offered a bedroom. There are three double bedrooms and one single bedroom for families. There is also a bedroom that has an additional bedroom adjoined for larger families. Decisions around how many bedrooms a family will occupy will depend on the ages and number of children. Each bedroom includes beds/cots appropriate to the ages of children. Each bedroom has storage.
- As part of the assessment families are required to bring their towels, and kitchenware and essential items for themselves and their child. An essential item list

will be offered to the families to support them to bring items they may need. Families will have their own tv in their bedrooms. Where families do not have essential items, we expect social care services to provide these or support the families to source these, as they are basics which they will need in the future, whatever the outcome of the assessment. We also do offer an emergency pack for families that will consist of essentials.

- Although we are registered for Five families, we try not routinely take more than four. If we do have five this means that the families share a bathroom and kitchen area at times.
- The centre has a laundry room with washing machine and tumble dryer, an ironing board and iron. When needed a rota is drawn up between parents so that there is agreed usage around how often each family has access to it.
- Families frequently may have difficulty in making and sustaining relationships with neighbours and peers. Therefore, the negotiating and compromising demanded by communal living provides an opportunity for learning to assert views and challenge each other appropriately. Staff endeavour to enable parents to resolve issues and conflicts and do not intervene unless there is a risk of violence. Staff do not want to encourage dependence and it is not the role of staff to care for resident families, but to facilitate their development and assess their abilities.
- When there are four resident families each family has a designated kitchen area, when there are five families one family will normally share, this is normally negotiated with the families. There are 4 fridges, individual family kitchen cupboards. There are two freezers for use by families. There are four sinks; four cookers; a toaster; a microwave; and four kettles. The kitchen has a dining table and chairs.
- The dining room has a dining table and chairs. Highchairs are also provided if needed.
- The living room has a large television and Freeview facilities, and four sofas.
- The playroom is a large child friendly area that is well stocked with toys and books and sensory equipment. The playroom is also used for sessions with children and families.
- The key-working room is available for parents to have sessions or meetings. A laptop computer is available, and the centre has free Wi-Fi for the parents' use. This room can also be used as a living room if a family want some quiet time alone, and a TV.
- There is a good-sized garden which has outdoor facilities and children play areas for summer.
- Staff and parents share the cleaning and upkeep of communal areas. To encourage cleaning, staff will participate in cleaning communal areas. Staff provide a vacuum cleaner, mops, brushes, dustpan and brush, cleaning products for the communal areas; and toilet rolls for the visitor's toilet. Parents are responsible for the cleaning of their own private spaces in the house and providing their own laundry products as they would in their own homes.
- Before admission to the centre each family contributes to a placement plan which is drawn up between the family, Social Services and The Groves. These agreements are negotiated to ensure that the needs of all parties are clear, respected, agreed

upon and are subject to review as the placement progresses. Parents are encouraged to come to visit the centre before they move in and are given an initial welcome pack which includes the residents guide information about the assessment process, the centre, and the local area.

8. Fees

Fees will be provided upon request.

9. Arrangement for Respecting the Privacy and Dignity of Residents

The privacy of residents has to be balanced against the perceived risks to children. Where high levels of monitoring or supervision are required, the procedures will be discussed and agreed with parents prior to admission.

During the day, and during periods of night assessment, parents are expected to leave their bedroom door open, other than when privacy is needed, for example for parents to get dressed. This is to enable staff to carry out observations throughout the day and night. Staff members hold keys to all bedrooms and will use these to enter rooms if they have reason to suspect that a child or parent may be at immediate risk of harm.

Prior to a placement commencing, residents are informed about the sharing of information between staff and other professionals involved with the family and about their access to their records. Including receiving copies of all daily recordings and reports relating to them. Residents are also informed that information about them will not be shared by staff with other residents in the centre.

Case files are electronic. After a family leaves their records are kept securely electronically for a minimum of 75 years.

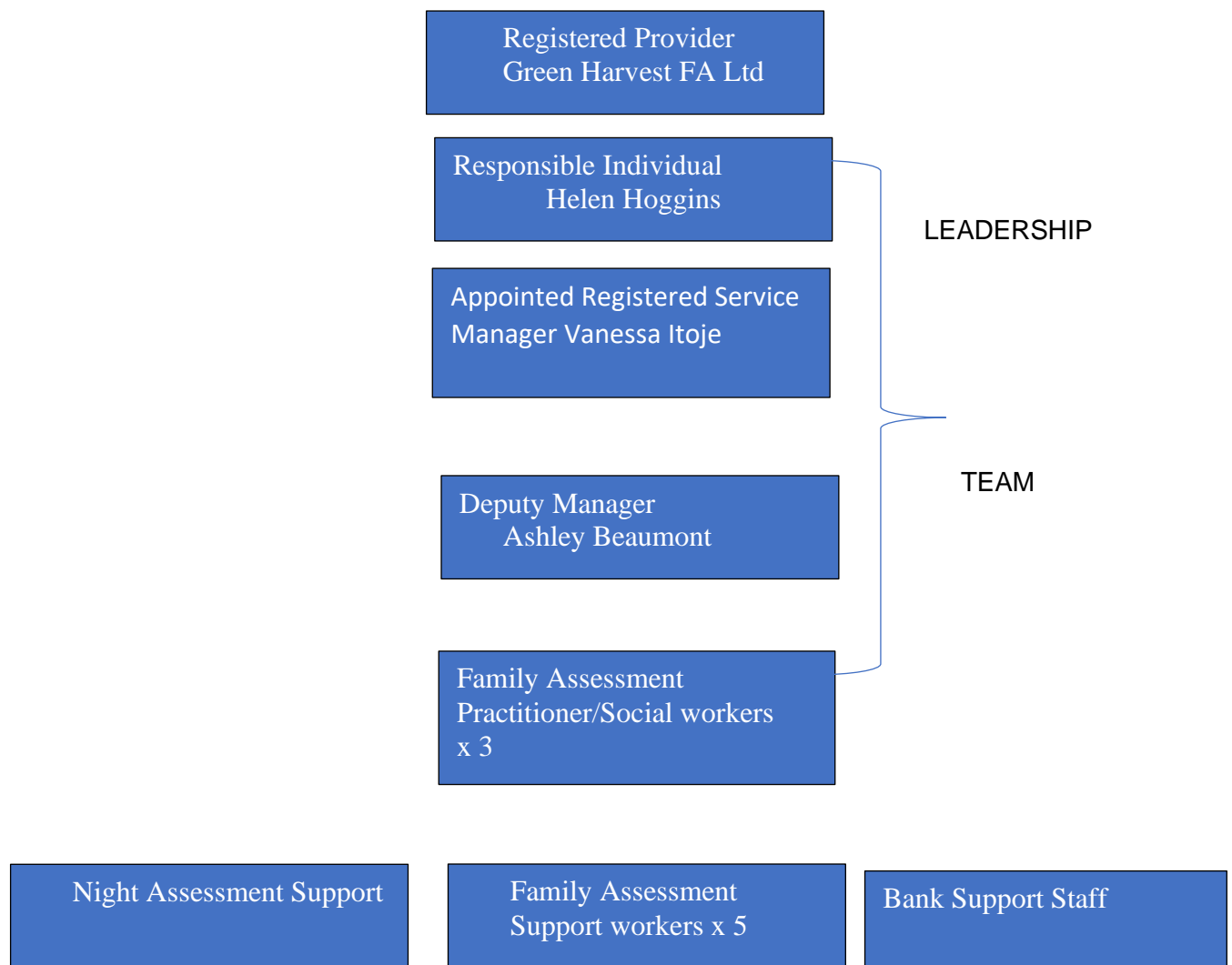
Use of Electronic Surveillance

The Centre has installed CCTV cameras. CCTV is used in all communal areas. In the families' private spaces there is no CCTV. Parents will be asked to use a video baby monitor for the first 2 weeks of the assessment this is when night assessment is in place. The monitor is placed where the camera is solely focused on the baby's cot. Once it is deemed safe and a risk assessment has been carried out, the family will not need to use the video baby monitors. The recordings may be downloaded and used as evidence for the assessment if needed. Residents need to sign their consent for this prior to their admission to the centre. The Groves' residents' guide contains guidance and information on the centre's usage of CCTV.

All sessions and meetings are audio recorded. This is for the sole purpose of the team focusing on the sessions meetings rather than note taking. The audio recordings are deleted after being used for notes.

At times, we will take photos of living spaces, this is normally when we are carrying out environmental checks and these are submitted alongside reports when needed.

10. Organisational Structure



11. Team Structure/Supervision

Helen Hoggins, Head of Operations and Responsible Individual

Helen Hoggins is Social Work qualified (currently unregistered) with over 30 years of experience within Residential Children's Services and Special Education. Helen has worked within therapeutic residential homes, alongside education and clinical colleagues. She values the importance of partnership working to ensure the best outcomes for children and young people. Helen believes in the importance of creating open cultures in which young people feel heard and can thrive. Helen has a passion for training and enjoys opportunities where she is able to share her passion with staff and provide opportunities to grow leaders of the future. She has a clear eye for detail and understands the importance of clear recordkeeping in being able to demonstrate a child's journey through placement, along with providing evidence for regulators on the effectiveness of a service.

Qualifications

- Diploma in Social Work from the Open University located (2004).
- (BA) degree in Health and Social Care from the Open University (2008)
- Certificate in Child Development from the Open University (2010).
- Level 2 Certificate in Understanding Specific Learning Difficulties through NCFE CACHE via Learning Curve (2018).
- Level 2 Certificate in Understanding Children and Young People's Mental Health through NCFE CACHE via Learning Curve (2018).
- Level 2 Certificate in Principles of Team Leading through Fast Forward.

Vanessa Itoje: Appointed Service Manager – Awaiting Registration

Vanessa is qualified Social Worker registered with Social Work England.

Previously Vanessa has successfully served as the Responsible Individual for the centre, effectively overseeing operations and ensuring that the needs of both children and their families are met comprehensively until she resigned to take up the registration. She has a proven track record for leadership and management within the organisation.

Vanessa also has experiences of managing the Semi-Independent Accommodation sector was able to shape skills set and empowered me to become a successful Ofsted Registered Manager for an EBD Children's home. She was responsible for the effective day to day running of the home, responsible for a team of staff, and work allocations of the team, as well as undertaking direct work with children in the residential home when necessary. She has been able to ensure that the home was in compliance with Ofsted, legislation, and the ethos and policies of the company.

Vanessa was also responsible for registering the children's home in line with Ofsted's regulations and, writing and delivering the residential home's statement of purpose and managing and supporting the team to achieve the same. She provided high quality care services that supported the needs of the children placed, to be an advocate for their well-being and to provide strong, motivational leadership to staff.

As a manager working in Green Harvest Semi Independent Accommodations, she has been responsible for managing all aspects of running service, for medium to long term planned placements to ensure young people are supported and prepared to move on to independent living. She has ensured that high levels of emotional and physical support, appropriate activities, comfortable accommodation, and the service of keyworkers are planned, provided and applied in accordance with home's Procedures and Strategies. She has been responsible for the management, coordination and development of a range of quality services for young people referred and/or accommodated within the service. She has provided effective leadership by implementing Organisational strategies in order to enable objectives of Green Harvest to be achieved and maximised the effectiveness of staff through motivation, development and the application of Green Harvest personnel policies.

Qualifications and Training

- Level 5 Leadership and Management for Residential Childcare
- Social Work MA
- Sociology and Anthropology BSc. Hon
- AMBIT Local Facilitator Training
- Team Teach Positive Behaviour Training

- Designated Safeguarding Lead
- Trauma Informed Practice – Basic and Advanced Course
- Managing Allegations
- Psychological First Aid: Supporting Children and Young People
- LADO Roles and Responsibility
- Medication Training
- Reporting and Recording
- Risk Management and Safer Caring Children's Homes
- CSE Champion Training
- Gangs Training
- Form F Assessment Training
- CSE Awareness
- Extremism and Radicalisation
- Serious Case Review
- Missing Children
- Safer Recruitment

Ashley Beaumont: Deputy Manager

Ashley Beaumont has been employed by The Groves in September 2022.

Prior to being employed by The Groves, she worked for six years as a senior family assessment practitioner at a family assessment centre in Herne hill. She has a degree in Applied Social Science, Community Development and Youth Work at Goldsmiths, University of London. During this time, Ashley had work placements in community development and youth work, including working with charities in Lambeth and Lewisham supporting young people around various concerns ranging from risk of offending, education, learning disabilities and young parents. She also had a placement with Southwark Local Authority working in a multi-agency team with young offenders. Alongside, she has been a reparation mentor for Southwark Offending team for the last five years. She is passionate about parenting and mental health.

Qualifications and experience:

- Level 5 Leadership and Management (Ongoing)
- First Aid at Work (2022)
- Mental Health First Aid (2019)
- Parent Assessment Manual Software Training (PAMS 4.0) (2018)
- NCFE CACHE Level 2 Certificate in Awareness of Mental Health Problems (2018)
- BA (Hons) Applied Social Science, Community Development and Youth Work (with professional validation from the National Youth Agency and the Joint Council for Youth and Community Workers Professional) (2016)
- Counselling & Psychotherapy CPCAB Level 3 Counselling Studies (2011)
- Counselling & Psychotherapy CPCAB Level 2 Counselling Skills (2010)
- Counselling & Psychotherapy CPCAB Level 2 Introduction to Counselling Skills (2009)

Information about the skills and experience of the team is available on request.

Role of the Family Assessment Practitioner/Social Keyworker.

Family Assessment Practitioners/Social workers are qualified experienced practitioners from various disciplines who work with parents to enhance parenting abilities and are responsible for undertaking detailed assessments of families' needs.

The Keyworker is responsible for their individual family assessment, care plans and completing assessment reports. The key worker is overseen by the Leadership team.

Role of Residential Family Assessment Support Workers

Residential Family Assessment Support workers are experienced residential care workers from diverse professional backgrounds such as youth work, counselling, and childcare. The support worker supports the Keyworker in all aspects of the family assessment.

Staff supervision

Supervision at The Groves is both formal and informal, and staff will generally receive formal supervision every four weeks. All staff are encouraged to develop professional development plans to aid learning and development, and this also supports the annual appraisal process which begins following successful completion of the probation period.

Alongside individual supervision there are weekly team meetings, providing opportunities for detailed case discussion, planning for families, and enhancing our development and learning. Part of this includes reflective practice through the sharing of Individual Practice Analysis every six weeks. On an annual basis we also plan and implement team building days, which supports the development of the service.

It is also our view that staff should take responsibility for directly challenging colleagues over professional views in appropriate settings. The team knows this can be difficult at times but values a commitment to a process which is as open as possible. All members of the team have responsibility for addressing team issues and participating in the resolution of them. Individuals in the team are responsible for monitoring their own development and learning, and to be able to reflect on their own practice.

There are different roles within The Groves. It is important to have clarity about those roles and the responsibilities that go with them. People within the team will hold different knowledge and decision-making power. The managers will sometimes hold information or make decisions that are not shared with the rest of the team, as is appropriate. However, the managers of The Groves believe that wherever possible information should be shared as openly as possible and value the participation of the team in the development of the centre.

Difference in role or level of power is not a reflection of the importance or value of individuals. The staff at The Groves is a team and work as a team. No one part is more important than any other part. The team recognises that staff are very powerful in relation to parents. The words we use when we write or speak re-enforces this. It is important not to lose sight of this awareness.

12. Criteria for admission

The Groves offers residential placements for families where there are child protection concerns and there is a need to make an assessment to inform decision making and planning for the future of the children in the family.

The Groves accepts referrals from local authority social workers, though will offer brief opinion on of our service to legal representatives from any of the parties in care proceedings or the Children's Guardian.

The Groves will take referrals for families with children up to the age of 16. In general, families who use the residential service have children under the age of six, with the majority under one year.

The Groves will consider referrals from single parents, couples (married, cohabiting, same sex, re-constituted etc.), and multi-generational.

Where there is a history of addiction parents must have detoxed and have engaged in some work on their addiction otherwise the placement is likely to set them up to fail.

The Groves expects parents to make a commitment to the work at the centre, participate in the planning of the placement, and sign a placement contract prior to placement beginning; this sets out the expectations of each party.

The Groves do not automatically accept referrals for parents who have been charged with or convicted of a schedule one offence. Referrals will be considered on an individual basis, and we must be clear that parents should pose no risk to their children, other residents' children, or to staff we will ask for a completed risk assessment.

The Groves cannot accommodate families where a member of the family is dependent on a wheelchair for all or some of their mobility (the centre is not accessible to people needing to use wheelchairs).

13. Selection Procedure

In relation to a planned placement, a placement planning meeting will be held to consider referrals, this includes consideration of the written applications and verbal presentations made to the meeting with the social worker and any other relevant professionals involved in the case. This meeting is a two-way process and will determine whether the centre can offer an appropriate service to the family concerned.

The family is given the opportunity to visit the centre or meet via video link and have any questions answered to enable them to decide about accepting the offer of a place.

Prior to moving in a placement contract will be drawn up which will clearly set out the roles and responsibilities of all parties (parent, The Groves, and local authority social worker). This is sent to all legal parties and the social work team, children's guardians prior to the placement commencing and needs to be agreed in writing prior to admission.

Emergency Referrals

In exceptional circumstances, The Groves will consider placements required in an emergency. All reasonable attempts should be made prior to the arrival of the family to gain sufficient information to enable an initial assessment of risk.

Additional Safeguards in the case of emergency placements

The signed contract will be required prior to the family's arrival. The contract clearly states that if the risks posed are sufficient that we deem the placement and assessment process to be unsuitable, the local authority must make arrangements for the immediate relocation of the of family.

72 hour Review

As per regulation, an emergency review should be held within 72 hours. This will determine whether the placement and assessment are suitable. This review would seek to mirror the usual 'pre-placement planning process'. The assessment clock would not begin until after the 72-hour review has been held and it is agreed that this is a suitable placement and the family have agreed to the assessment process.

14. Conditions of Acceptance

The length of any residential placement will initially be established in the planning stage:

The local authority team manager must ensure that there will be an allocated social worker for the family, for the duration of the placement. If they are not, they need to agree to a handover meeting.

A Letter of Instruction is in place or pending from the court, or local authority care plan, to outline to all parties what is required of The Groves.

The social worker must ensure that the placement contract in respect of the placement fees has been signed by a manager with the authority for the costings and returned. The social worker needs to supply details for invoicing, including relevant purchase order numbers.

The local authority housing department and social care services are to take full responsibility for the family's housing needs at the end of their placement. This includes placements which break down.

Placements will be reviewed regularly. The social worker is expected to attend these meetings, if they are unable to attend, it is expected that a relevant and suitable party with knowledge of the family are sent as replacement on their behalf.

15. Circumstances where Placements may be Terminated

A clear contract is signed before the start of the placement setting out the roles, responsibilities and expectation of all parties involved in the assessment of the family. For parents, boundaries and expectations around acceptable behaviour are set out in the resident's guide and their placement contract.

It is difficult to be prescriptive about which circumstances can result in the termination of a placement, as the context and the impact on children, other residents, and staff may play a role in that decision. However, several overriding principles are considered:

All residents and children should be safe and feel safe at The Groves. If for any reason they are not, then the circumstances need to be reviewed. Such circumstances which may result in the end of a placement might include:

- A resident becoming mentally unwell, requiring hospitalisation.
- A resident being violent or threatening to children, other residents, or staff. We cannot agree that this will not mean immediate termination, this depends on individual circumstances; for example, this may be a result of police involvement and bail conditions that do not allow to a return to the address. However, if we have been through the placement warning system, we will give 24 hours' notice.

- A parent being unable or unwilling to provide adequate care to their child/ren.
- A parent being drunk or affected by drugs.
- Staff will recommend the ending of a placement if they feel that children continue to experience abuse or significant neglect from their parents, and it is impacting on their development and well-being.
- Staff will recommend the ending of a placement if a parent is not engaging in the placement and is repeatedly disregarding agreements made.

In all cases the staff at The Groves will seek to work in partnership with the professional network and call a meeting to which the parent is invited this may be via video-link or telephone if the parent has been asked to leave immediately. Where a placement is ended the parent will be given a full explanation for the ending of the placement. Unless in an emergency, there will have been a process of discussions and warnings of the likelihood of this outcome.

Where it is safe for all concerned The Groves will try and work to planned endings and not to disrupted placements; however, the safety of all involved is the overriding factor. It is not uncommon that, if a parent is displaying behaviours, whatever the underlying cause, a decision to terminate will likely exacerbate this. Therefore, it is in the best interest of all, for a quick resolution to the matter. Where a parent is threatening or disruptive to another family's placement the centre reserves the right to expect a parent to leave immediately.

16. Complaints, Comments and Suggestions

Every person using The Groves, and every person with a clear interest in the child or vulnerable adult's welfare, has the right to discuss with the people providing the service, any complaints, compliments, or suggestions about the way in which it is provided. We aim to be a learning environment. Just as we encourage parents to learn from their time within the centre, the team at The Groves are also open to learning from the experiences of others.

It is our responsibility to help families feel confident to tell us about any concerns they may have, and trust that their concerns will be dealt with fairly, without worrying about what will happen next. The aim of this policy is to find ways for The Groves, the children and adults who use its services to solve problems together.

There are many opportunities for families to express their views about the assessment process and their experiences of the service. Each family will have sessions with their key worker and other staff throughout the week, they have the formal weekly reviews with key workers, there are weekly house meetings to name a few.

Individuals will be encouraged to share their views and find solutions to challenges. We would encourage people to raise concerns as they arise and seek immediate resolution. If an individual feels they are not being heard, more formal action may be required.

The complaints procedure is clearly outlined within the Residents' guide.

Making a complaint

Who is who?

These are the people who may be involved when a complaint is made:

Complainant – a person making a complaint.

A person with a valid interest – (under the Children Act) someone with a clear enough interest in the child's welfare or adult's at-risk welfare for their views to be considered.

Deputy Manager/Registered Manager – The management team of the service used by the complainant.

Director - The Directors of Green Harvest, who have overall responsibility for the services provided as the proprietor.

Responsible Individual – The person appointed by the Directors to have oversight of the operation of the home.

Independent Regulation 25 visitor – In some instances the monthly Regulation 25 visits may be carried out by a person who is not the Responsible Individual.

What is a Complaint?

A complaint is a written or spoken concern about a problem that has not been resolved. The complaint may be about The Groves as an organisation, about how decisions are followed, about the quality of services and whether they meet people's needs, or about whether services are being provided or not.

Some complaints may not be covered by the above, and are treated either under other Groves' procedures, for example: grievance procedure (staff); disciplinary procedure (staff); child protection and safeguarding procedures; or through outside procedures such as criminal proceedings.

Informal Complaints

An informal complaint is likely to be a low-level concern, something that can be addressed by anyone and resolved immediately. In this case, it is likely that the complainant will report their concern verbally. The staff member or person hearing the complaint should identify what outcome is desired. Sometimes a simple apology or an agreement not to repeat an action may be sufficient. Whatever the outcome, staff will always ensure that the complainant receives a written reply (letter or email) to outline what the concern was, what action was taken to address this and the outcome to ensure they are satisfied. However, if the staff member is unable to resolve the problem, they should refer this to a manager in the home to follow up on.

Formal Complaints

A formal complaint is likely to be a more serious concern, a repeated low-level concern, or where satisfaction was not reached through the informal complaint process.

As with an informal complaint, this can be shared by the complainant verbally or put in writing. Support should be offered to a person who wants to make a formal complaint, for example, if they do not feel confident reporting it to a member of the team at The Groves, Responsible Individual or Independent visitor, they should be directed to their family's case worker or encouraging them to seek help from an outside professional such as the Child's Social Worker or an Adult Services Social Worker or a member of their legal team.

A record will be made of the complaint showing: the date of the complaint, the name of the complainant, what the complaint is, any immediate action taken. A manager will identify an investigating officer to investigate the matter, including an understanding from the complainant about what they would like the outcome to be.

Following on from the investigation, the findings and any outcome will be shared with the complainant. If the complaint is satisfied, then this matter will be considered resolved. A written response to outline what the concern was, the finding of the investigation and what action was taken to address this will be shared. A Meeting will determine if the complainant is satisfied with the outcome, if they are, this matter will be considered closed.

If the complainant remains unhappy with the outcome/resolution, a further meeting will be undertaken to understand the reasons this has not been resolved and further action to address the concerns may be taken.

Despite our best efforts, we recognise that there are times where it is not possible to fully resolve complaints. In these instances, we will be clear about the reasons we have been unable to fully resolve the matter and any steps we have taken to minimise the impact of the failure to resolve. In these instances, families will always be directed to their family's case worker or encouraging them to seek help from an outside professional such as the Child's Social Worker or an Adult Services Social Worker or a member of their legal team.

Where possible, we will always seek to resolve matters as quickly as possible and usually within 5 working days.

If the concerns raised relate to the manager of the home, complainant should raise this with the centre's Responsible Individual or Independent Visitor. In relation to concerns about the Responsible Individual, complaints should be shared with the Director (emmanuel@greenharvestcc.com)

Other ways of making a complaint

Ofsted are responsible to ensure that The Groves meets regulation standards. This is through regularly monitoring our service and inspecting the Groves. Therefore, anyone not wishing to use The Groves normal procedures can make their complaint direct to Ofsted. The address and telephone number are:

OFSTED
Piccadilly Gate
Store Street
Manchester M1 2WD
Telephone 0300 123 1231
E-mail: enquiries@ofsted.gov.uk

You also have the option of contacting the **Children's Commissioner for England** ([Homepage | Children's Commissioner for England \(childrenscommissioner.gov.uk\)](http://childrenscommissioner.gov.uk)) Dame Rachel de Souza. She has a statutory duty to promote and protect the rights of all children in England in accordance with the United Nations Convention on the Rights of the Child. They can advise you about your rights, explain what you might be able to do, and will help make sure your complaints or worries are dealt with by the right people. You can contact Rachel using the information below:

Children's Commissioner for England
Sanctuary Buildings
20 Great Smith Street
London
SW1P 3BT

Phone: 020 7783 8330

You can also receive support from the local advocacy service.

Advocacy for All

Sutton & Croydon Office:

St Helier Community Centre

Hill House

Bishopsford Road

Morden

SM4 6BL

0345 310 1812

17. Alcohol and Drug Policy

Whilst we recognise and accept that drinking alcohol is a 'normal' social activity for many, we do ask parents to refrain from the use of Alcohol in the Centre. This is owing to us wanting to support parents who may have had a difficult relationship with alcohol.

Where abuse of alcohol or drugs has been part of a parent's history and is known to impact on their capacity to parent, this will be considered and discussed in detail as part of the assessment planning process. Specific agreements may be put in place to reflect those concerns.

The use of illegal drugs (other than professionally prescribed medication or pharmacy purchased products) is **not permitted**. The possession or supply of illegal drugs is **not permitted in The Groves**. Services will be withdrawn, and the police will be informed.

Information about alcohol and drugs, and its effects, and about other organisations that could help a parent who has difficulties with alcohol and drugs are available at the centre and staff will assist parents to get support.

There are separate procedures and safeguards regarding storage and administration of medication for residents and employees of The Groves.

18. Confidentiality Policy

The centre's confidentiality policy in relation to written records received, made, and kept is set out in our placement agreement, in keeping with the Data Protection Act and states:

'The Groves receives information about you and your family when Social Care Services make a referral. This might include information about you and your family's personal history. The Groves are careful that this information will **only** be read by people who work for The Groves or who are directly supporting the service such as the Responsible Individual and Regulation 25 visitor. All information is kept securely in line with GDPR. The families file that is electronic and any paper copies will be kept securely to ensure no unauthorised access.

As part of the referral process, relevant information should be shared with The Groves. This information may be references within reports and therefore, it would be expected that the families are aware of all information disclosed.

The Groves' practices open recording, which means that written information is available for families upon request.

We do all our writing on the computer. All the information we record is kept safely in the office or on computers that are password protected and encrypted.

The observations we make about the family, which we keep in our files, may be used in any of the following:

- Written and verbal reports to Social Care Services or legal representatives.
- Verbal feedback to relevant professionals such as Health Visitor and GP.
- Written and verbal feedback to child protection conferences.
- Any reports we are asked to write.

We follow good practice and would ask the families permission before we talk to other services and share information. However, if there are child protection concerns, we may not deem this appropriate to get consent.

When a family leave 'The Groves', your computer file will be archived. We are required to keep files for 15 years.

The Groves has a Confidentiality Policy to which all staff are made aware when they are employed. A copy of which can be shared upon request

19. Arrangements for Protecting Children

The Centre follows all the principles of Working Together to Safeguard Children. As such, the safety and wellbeing of children living at the centre is our primary concern. All our policies, procedures, and models of practice are aimed to ensure the child remains the focus of our thinking within what can be complicated dynamics, where the needs of parents can compete for the attention of staff.

Arrangements which seek to protect children include:

- Regular monitoring and observation of the care received by children.
- Close liaison with other professionals involved in the family e.g., the centre's health visitor, and school/nursery teachers where appropriate.
- Control over all those who enter the building.
- Close monitoring of visitors in the unit and control of their private access to children, unless otherwise agreed with the local authority.
- Intervention in the care of children when not to do so would/could result in harm.
- Clear understandings about responsibilities so that parents are clear that they have total responsibility for the care of their children and may not seek babysitting from other parents.
- All full-time staff are expected to undertake First Aid at Work training.
- All staff complete Safeguarding/Child Protection training as soon as possible after starting employment.
- All staff are aware of Safeguarding Guidelines agency policy on child protection
- All staff who have any access to children in the centre have full enhanced DBS disclosure before taking up employment and having access to children.

The full safeguarding policy is available upon request

20. Arrangement for Family and Friends

The Groves considers that it very important for a family to have consistent and regular contact with family, friends and significant others during the assessment process. Every effort will be made to enable and encourage contact. The Placement Plan drawn up on admission includes arrangements and expectations on contact – by visits, by telephone and by e-mail.

Wherever appropriate, parents and friends are encouraged to take part in activities. In cases where there are restrictions on contact, imposed for the protection of the parents/carers or children, this is clearly stated in the Placement Plan. Where supervision is required, staff will follow guidelines on arrangements to be made.

The Groves recognises the importance of maintaining links in the community and the valuable support that friends and family can provide. We seek to encourage residents to keep in contact with family and friends that they have previously had a close relationship with throughout the placement, except in circumstances where there is evidence that a family member or significant person is hindering the assessment process. Therefore, visitors are welcome in the centre by prior arrangement with 48 hours' notice all visitors are asked to leave the centre by 7pm.

Residents can receive guests in the communal areas, showing consideration for the other resident family.

Visitors will be made aware of the use of CCTV cameras in the centre.

Any restriction on visitors will be discussed and agreed prior to the start of the placement and detailed in the placement plan so that all parties are clear this can be reviewed as the placement progresses.

Families are responsible for their visitors and should have read the visitors policy before visitors arrive. Staff reserve the right to ask any visitor to leave the centre if their behaviour is such that it poses a risk to any resident or member of staff. Except in extreme circumstances, staff will try to discuss their concerns with the visitor, so they have the opportunity to change their behaviour accordingly.

All visitors will need to bring ID with them. Photos will be taken on visitors first visit.

21. Safety and Security.

Entry to and from the buildings will be controlled in a manner consistent with normal domestic security with all external doors being kept locked but not so as to prevent their use as emergency exits. The front doors will only be opened by staff.

Emergency Lighting is fitted in accordance with standard NICEIC regulations.

A 12-week Health and Safety check and inspection of the Home will be carried out by a nominated a member of staff who will be trained in Health and Safety matters and who will report any defects or potential risks to the Registered Manager, Deputy

Manager or in their absence to the Case Manager who will ensure that remedial action is taken promptly. Residents also have a weekly house meeting to raise any maintenance issues. However, residents can inform staff at any time.

22. Fire and Emergency Procedures

- Procedures in the event of a fire are displayed in each family room and in communal areas.
- On admission, each family is shown where fire exit doors are located and where the fire assembly point is.
- All new members of staff receive written instructions and individual training on fire precautions as part of their induction.
- All visitors to The Groves are asked to sign the visitors book so that in the event of a fire, it is known who is in the building.
- A nominated member of staff tests the Fire Alarm each week.

Fire drills are undertaken monthly. Fire drills will take place without advance warning, and all those in the building at such times must evacuate the building immediately. It is the aim of the centre to undertake a fire drill within the first week of each family's placement.

Firefighting equipment is placed and appropriately maintained in accordance with regulations and the terms of the Fire Service Certificate and any other relevant guidance. The centre is equipped with Emergency Lighting which will come on in the event of the fire alarm being triggered. This lighting will ensure that residents are able to safely find their way out of the building in the event of an incident when it is dark.

The Groves is a non-smoking building. However, there is a designated smoking area for residents. Any resident or visitor found to be smoking anywhere within the building will be engaged in a discussion about the extent to which they may be endangering their own life and the lives of other people. Staff found to be smoking anywhere within the centre are liable to disciplinary action being taken against them.

On detection or suspicion of fire or where a fire has been discovered that has not triggered the fire alarm, the person discovering the fire must attempt to manually activate the alarm if safe to do so. Where the person discovering a fire is a resident, they should then evacuate the building quickly and by the most direct safe route available.

Where the person discovering the fire is a member of staff, they should at the earliest safe opportunity telephone the Fire Service by dialling 999, asking for the fire service and then stating clearly:

"Fire at 125 Groves Road Sutton SM12DB"

Where there is a manager on duty at the time of the emergency, they should take the responsibility of acting as Duty Fire Officer, ensuring the evacuation of all residents and staff from the building through the nearest and safest designated fire exit.

If no manager is on Duty, then a staff member should undertake this role. Nobody should attempt to retrieve personal belongings. All residents and staff must assemble at the designated assembly point.

No person should re-enter the building until told that it is safe to do so by a member of the Fire Service. Residents should not tackle a fire under any circumstances.

Emergency Evacuation: The same procedures apply when evacuating the building in any other emergency, e.g., bomb scare, gas leak, as do when evacuating because of fire.

If you require any further information, please do not hesitate to contact the Team by phone on **02045428008** or alternatively email the team on **thegroves@greenharvestcc.com**

Date: February 2024