

Statement of Purpose and Function



Hammond House

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Colchester

CO2 8WT

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This Statement of Purpose and Function for Hammond House is compiled as required of The Children's Homes (England) Regulations 2015, under SCHEDULE 1 Regulation 16, National Minimum Standards 2001 and as amended 2013 and the outcomes framework.



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This Statement of Purpose is subject to regular review. Nothing in this policy, or within the policies and procedures generally, overrides the duty of care under the terms of the National Minimum Standards 2001 and as amended 2013 and the outcomes framework.; The Children's Act 1989 and 2004 amended by the Children and Social Work Act 2017; The Children's Homes Regulations 2015 (including the Quality Standards) or other relevant legislation and good practice guidelines; nor its general duty of care to a children or Young People.

The Home will be registered by Ofsted who are located at:

Ofsted

Piccadilly Gate Street
Manchester
M1 2WD

Telephone No: 0300 123 1231

Quality and purpose of care

1. 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.

Our foremost objective at Hammond House is to provide a warm, nurturing and supportive environment where children and young people with emotional and behavioural difficulties can thrive and grow. Our statement of purpose revolves around understanding and catering to the unique range of needs that each child entrusted to our care brings with them.

We recognise our children and young people's individuality including their emotional, physical, and psychological needs. Hammond House's holistic approach ensures an environment where these needs are not only met but that our children and young people can change their own narrative about themselves by developing their self-worth, self-confidence and their positive self-identities, achieved through meaningful relationships with adults around them.

Additionally, we understand our children will have varying needs, which may present specific challenges in relation to their behaviour.

Our commitment to meeting the range of needs of the children in our care is reflected in the following core principles:

- **Holistic Development:** We are dedicated to nurturing the holistic development of each child. This includes addressing their physical, emotional, educational, and social needs through personalised care plans. Our Psychotherapist will guide and underpin the referrals and placement process to ensure we are positioned and equipped to meet the needs of each child placed.
- **Safety and Security:** We prioritise creating a safe and secure environment where children feel protected and empowered to express themselves freely, without fear of judgment or harm.
- **Individualised Support:** We acknowledge that every child's journey is unique. Our experienced staff work closely with each child to identify their strengths, challenges, and aspirations, tailoring our approach to ensure their individual needs are met. Our staff team is specifically chosen to marry skillset with the dynamic needs, interests and challenges of our children.
- **Education and Skill-building:** We believe in the transformative power of education. Our children have access to quality educational support, helping them develop essential life skills and empowering them to envision a brighter future. Where appropriate, external tutors and programmes will be engaged to meet this need.
- **Emotional Well-being:** Emotional well-being is at the heart of our care philosophy. We employ a therapeutic approach. Various therapies including play therapy are tools used to



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create a safe space to explore and process their emotions, heal from past traumas, develop their communication skills and build resilience.

- **Cultural Sensitivity:** We embrace diversity and aim to create an inclusive environment that respects and celebrates each child and young person's cultural background, beliefs, and identity. Staff will also mirror this aspect by their own chosen paths and lifestyles.
- **Family Connection:** We do all to ensure that connections with families and support networks are maintained whenever possible, as strong family ties are crucial for a child's and young person's well-being.
- **Community Integration:** We ensure opportunities and support our children and young people to participate in diverse community-based activities, thereby developing a sense of belonging beyond their home, fostering their social skills, integration and ability to positively contribute. Initiatives providing "give-back opportunities" will be devised to enable our children to engage with this process.

We are steadfast in our commitment to empower our children to overcome challenges, build their self-esteem, and create a future full of possibilities.

2. Details of the home's ethos, the outcomes that the home seeks to achieve and its approach to achieving them.

Every child deserves a nurturing and safe environment to flourish. Our purpose is to create a transformative space where our children and young people not only find safety and shelter but also develop skills to communicate their feelings, fears or concerns, develop coping mechanisms and explore their creativity on their journey of self-discovery and empowerment. Our approach is guided by a set of core principles that shape the outcomes we seek to achieve.

Our Ethos

We believe in fostering an atmosphere of respect, empathy, and inclusion. We are dedicated to creating a familial environment that reflects warmth and kindness, surrounded by a strongly committed team with whom meaningful, positive and nurturing relationships can be realised.

Outcomes We Seek to Achieve

Develop a sense of well-being: we strive to help our children and young people to feel good about themselves by providing quality care and protection, promoting an appropriate level of self-perception/self-worth, and ensuring a sense of belong.

Manage life events: Our holistic and therapeutic approach lends to our Young People's development of resilience and a sense of master enabling them to respond to difficulties and opportunities. They are supported to be in good physical and mental health, to feel valued and loved, to develop self-discipline, and discover the ability to visualise a new positive personal goal. We ensure that our children have every opportunity to play, learn and have fun.



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Acquire social confidence and capital: It is vital to help our children and young people to make and keep friends. We support each to develop and improve emotional competence, personal and social responsibility. We aim to make their home a positive one where they can have new and diverse experiences, develop life skills, and broaden their horizons.

Preparation for Independence: We work towards preparing older children for independent living by teaching essential life skills, financial literacy, and practical knowledge that will serve them well in adulthood. We ensure a wraparound support system that will provide a positive and productive transitional experience to adulthood.

We strongly believe that through sound expertise, together with consistent boundaries, a holistic therapeutic approach and a nurturing environment delivered by a strongly committed, professional workforce, we will empower young people to facilitate change, develop personal responsibility and allow them the opportunity for growth.

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.

Accommodation and Care Tailored to Children's Needs

A nurturing environment plays a pivotal role in a child and young person's development. We do all to ensure our accommodation is adapted to provide safety, and reflects the comfort, warmth and security of a family home. Our statement of purpose encompasses the following details:

(a) Adaptation of Accommodation to Children's Needs:

Our accommodation has been meticulously adapted to create a homely and supportive setting for children and young people. From cosy bedrooms to communal spaces, including a Mindfulness space and one for activities and enrichment. We've taken into consideration the diverse backgrounds, preferences, and requirements of the children. Our goal is to ensure that each child feels at ease and finds their personal space within our home.

(b) Age Range, Number, and Gender of Children:

Hammond House can comfortably accommodate three children and young people within the age range of 7 – 17 years. We welcome children of all genders, promoting an inclusive environment where diversity is celebrated.

(c) Type of Accommodation, Including Sleeping Arrangements:

The home is spread over 3 floors with an external space allowing a balance between fostering a close-knit "family" and ensuring space for individualised attention.

Children are provided with comfortable, well-furnished bedrooms that offer privacy and personal space. Each child has their own bed, storage, and an environment conducive to relaxation and restful



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sleep. Staff will support our children to personalise their spaces to encourage settling and a sense of belong. Communal spaces are designed for social interaction and to encourage bonding among peers.

To the rear of the property, there is an enclosed garden and recreational space which is ideal for children and young people to relax, exercise, engage in music, recreational and themed activities.

We recognise the importance of providing quiet spaces for reflection, relaxation, personal time and regulation. These spaces contribute to their overall well-being and promote a healthy lifestyle.

We are resolute in our mission to provide a home where every child or young person can find comfort, connection, and the opportunity to thrive.

4. A description of the location of the home.

Full details of our location is covered in our Location Risk assessment and supported through consultation with Essex Police and relative agencies.

Hammond House is located in Berechurch, Colchester and benefits from being part of a close-knit and supportive community. The vibrant and diversified local town is within a 15-minute drive. Colchester is steeped in a rich history; picturesque with numerous parks and green spaces which contribute to the well-being and development of our children and young people.

Proximity to Schools: The borough boasts a range of excellent schools, both primary and secondary, known for their commitment to academic excellence and holistic development. Details can be found on our Location Risk Assessment.

Safety and Security: Berechurch and its surrounding areas offer a peaceful and secure environment, making it an ideal location for our Home. The low crime rate and strong sense of community contribute to the safety of our children. We will work closely with our Safer Neighbourhood and other local law enforcement agencies to ensure the utmost security within our home and the surrounding area.

Health: The doctor's surgery, dentist, opticians and pharmacy are all within a 10-minute drive from the home. The A&E department at Essex County Hospital is 10 minutes by car from the home (2 miles). Oaks Hospital is the second option 15 mins from the home (3 miles).

Recreation and integration with the Local Community: The Hammond House team have good knowledge of the local area, events and activities that are available to children and young people. Shopping Centres such as Blue Water, cinemas, Funfairs and a number of fitness & leisure centres are located nearby. Adventure Island, Southend on Sea is an hour and a half away.

We aim to maintain a good relationship with the local community police, youth and leisure centres. This will aid in our children and young people's sense of "belonging" and inclusion within their local community.

Our priority is to ensure that our home becomes a place where our children and young people can truly embrace and build a foundation for a brighter future.



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5. The arrangements for supporting the cultural, linguistic and religious needs of children.

Fostering Inclusivity and Celebrating Diversity: Hammond House welcomes children and young people from all religions, faiths, cultures and believes that diversity should and must be respected and celebrated.

We acknowledge the importance and resilience it provides young people and, as such, staff are committed to ensuring that they are continually updating their knowledge and understanding.

We will work closely with families and other relevant persons to ensure that children can observe their religious practices. We will celebrate religious festivals and encourage open discussions that promote tolerance and appreciation for different faiths.

Prior to placement, consideration is given to this area to ensure that each need can be met holistically and the appropriate support and access to relevant resources is facilitated.

Cultural Sensitivity: We recognise that each child brings with them a unique cultural background and heritage. Our approach involves creating an inclusive atmosphere where children can freely express their cultural identities and traditions. Cultural evenings bring our staff and young people together in a fun and social atmosphere, where they get to experience a rich infusion of custom, food, dress, music and art forms.

Linguistic Support: We will ensure the appropriate support and resources are provided to enable our children and young people to communicate effectively and confidently. We will do all to ensure that communication difficulties / language barriers do not hinder our children's social and emotional development. We will work with external professionals and services to address any deficits in this area.

Customised Care Plans: We use a person-centred approach focused on the individual distinctive and dynamic needs of our children. We are diligent to ensure a comprehensive understanding and effectively translate this into their care plans. This enables us to develop the appropriate culture and incorporate these aspects into their daily routines and activities.

Educational Initiatives: We promote and integrate cultural, linguistic, and religious learning into our in-house programs. We create a fun-filled environment where our children can learn about various cultures and religions, fostering an environment of curiosity and acceptance. This is achieved through one to one key work or group sessions. Opportunities to engage external professionals of diverse backgrounds are sought to further support this need. This is integral to developing an open mind and the acceptance necessary to be well rounded citizens.

Community Engagement: We are careful to identify services and facilities that enable engagement in events and activities that align with our children's backgrounds and cultural interests. This engagement promotes a sense of belonging and encourages the children and young people to take pride in their heritage.



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An inclusive environment where diversity is embraced and celebrated is key to empowering our children to grow with a strong sense of identity and respect for others.

Through careful planning, bespoke programmes are tailored to meet their individual needs and promote their welfare, thereby ensuring that every child's journey is marked by understanding, harmony, unity and allowing the opportunity for growth.

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.

We prioritise maintaining open lines of communication and ensuring that concerns or complaints are addressed promptly and effectively.

Our complaints policy is designed to ensure that concerns are heard, addressed, and resolved in a manner that upholds the well-being of the children and the integrity of our home.

We are committed to continually improving our services based on feedback and fostering an environment of trust and collaboration.

Contact for Complaints

We understand the importance of providing a clear point of contact for addressing concerns. If a person, whether a parent, guardian, child, or external party, has a complaint about any aspect of our home, they can request a copy of our Complaints Policy by reaching out to:

Contact:

- a)** Nancy Bwalya – Home Manager – 07917 468107
Nancy.Bwalya@steppingstonehomes.co.uk
- b)** Cristina Giugiuca – Responsible Individual – 07388 903689
Cristina.Giugiuca@steppingstonehomes.co.uk
- c)** Ofsted, Picadilly Gate, Store Street, Manchester M1 2WD – Tel: 0300 123 4666.
Email: enquiries@ofsted.gov.uk

All complaints will be handled with sensitivity, confidentiality, and fairness. We will listen, address concerns, and work towards a resolution in a timely manner. This policy outlines the procedure for submitting and addressing complaints.

If you wish to proceed with a formal complaint, the instructions and guidance are provided in the complaints policy.

Once a complaint is received, it will be thoroughly investigated by an impartial party. We are committed to resolving complaints in a fair and timely manner.



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Children and Young People's Voice and Complaints Policy

The home will take all reasonable steps to ensure that children and young people feel comfortable and confident in making comments, suggestions, or complaints.

Children and young people will be consistently supported to express their views, wishes, and feelings. The home adopts an open and welcoming approach to feedback and values any recommendations they may have regarding improvements within the home, as well as their care planning or decision-making processes.

The home is committed to ensuring that every child or young person is empowered to have their voice heard. They will be actively encouraged and supported to access independent advocacy services or to have complaints raised on their behalf when necessary.

When a child or young person chooses to make a complaint, the individual receiving the complaint should, where appropriate, explore whether alternative resolutions have been attempted or are possible before proceeding with the formal complaints process.

The manager must additionally escalate concerns where placing authorities do not meet the identified timescales for responding to children and young people.

All complaints must be managed in a sensitive, caring approach. The outcome, the findings, or any review of practice as a result from any complaints should provide opportunities to develop the service in the best interest of children and young people

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.

Child Protection:

We are committed to ensuring the safety, protection, and well-being of every child under our care.

We understand the vital importance of maintaining a safe and protective environment for the children entrusted to us. If you wish to access our child protection policies, please contact our

Designated Safeguarding Lead:

- a) Name: Nancy Bwalya - Home Manager – 07917468107
Nancy.Bwalya@steppingstonehomes.co.uk

Behaviour Management Policy:

- a) Name: Nancy Bwalya Home Manager – 07917468107
Nancy.Bwalya@steppingstonehomes.co.uk

Views, wishes and feelings

8. A description of the home's policy and approach to consulting children about the quality of their care.

Empowering Voices - We believe in the inherent value of each child and young person's perspective and their right to be heard in matters that directly affect their lives. We aim to create a safe and comfortable space where children can openly express their thoughts, feelings, and suggestions ultimately leading to the provision of care that is tailored to their unique needs and aspirations.

We recognise our children may find it difficult to communicate their thoughts and feelings. It is important to tailor our approach to each child or young person's individual preferences, developmental stages and level of understanding. Staff will be appropriately trained and equipped to support and enable them to do so.

Staff will seek the Young Person's thoughts and views on their day during reflection time to enable appropriate adjustments. Direct observation of behaviours, mannerisms and communication styles is underpinned during one-on-one discussions, group sessions, written or visual feedback, and regular check-ins.

This approach is paramount to help children and young people develop critical thinking skills, to articulate their emotions and gain a deeper understanding of their needs and preferences. This empowerment contributes to their overall development, self-confidence, sense of ownership and agency over their lives.

We take the insights gained from consultations seriously and incorporate them into our decision-making processes whenever feasible; this may be relative to daily routines and activities, new staff during recruitment, feedback on staff and manager's performance through the appraisal system or larger decisions that impact the home's environment and policies. Our children's insights are integral to enhancing the quality of care we provide.

We will support our children and Young People to create a plan that reflects their own vision for their future, both during their time with us and after. This reinforces the message that their voices truly matter and that they play an active role in shaping their living experience.

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
children's rights.

Promoting Equity, Respect, and Empowerment: Our Approach to Anti-Discrimination and Children's Rights

We are committed to creating an environment where every child and their family is treated with dignity, respect, and fairness. We are resolute in our dedication to anti-discriminatory practice and upholding the rights of every child in our care.

(a) Anti-Discriminatory Practice:

We firmly believe that every child, young person and family has the right to be treated with equality and without discrimination. Our approach to anti-discriminatory practice encompasses the following principles:

Diversity Celebration: We celebrate diversity in all its forms, including race, ethnicity, culture, religion, gender identity, sexual orientation, and abilities. We work tirelessly to create an inclusive environment where every child's uniqueness is valued.

Equal Opportunities: We ensure that all children have equal access to opportunities, regardless of their background. Our policies and practices are designed to eliminate barriers and promote equal chances for personal growth and success.

Addressing Bias: We actively address biases and prejudices that may exist within our organisation. Our training programs, reflective practice and ongoing awareness initiatives help our staff recognise and challenge discriminatory attitudes.

Championing Respect: Respect for every individual is the cornerstone of our approach. We encourage young people to have respect for themselves, others and their immediate and wider environment. We foster an environment where children and families feel safe and valued and where differences are celebrated.

(b) Children's Rights:

We believe that every child is entitled to their inherent rights and deserves to be treated with respect for their agency and autonomy. Our approach to upholding children's rights includes the following commitments:

Voice and Participation: We actively involve children in decisions that affect their lives. We encourage them to express their opinions, make choices, and be active participants in their care and development plans. Where appropriate, they are encouraged and supported to take lead in forums where such determinations are made.



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Protection and Safety: We prioritise the safety and protection of children above all else. We will ensure a unified approach in line with our children's care plans from all agencies and external professionals. We work in accordance with Essex Safeguarding Children's Board (SET Procedures). Our policies and practices are designed to safeguard children from harm and exploitation.

Education and Development: We are committed to providing quality education, nurturing environments, and opportunities for personal growth that allow our children to develop to their fullest potential. External agencies are commissioned to provide specialist support where this is required.

Respect for Identity: We respect each child and young person's identity, including their cultural, linguistic, and religious backgrounds. We provide a welcoming and non-judgemental environment where they can explore their identity and heritage with pride. The culture within our home promotes celebration of each individual and the freedom to do so without inhibition.

Advocacy: We aim to raise awareness about the importance of respecting and upholding the rights of every child. We advocate for our children's rights and will appropriately challenge other professionals if the level of care or decisions are counter to the children's best interest, views, wishes or feelings.

We ensure our children and young people have access and support of an independent person - for example, a young people's advocate, solicitor or mentor. We ensure that all young people have the relevant information about their legal rights and will support them in exercising these rights.

A Children's Guide is given to all our residents and in a child friendly version for comprehensive understanding.

We are dedicated to fostering an environment of equity, respect, and empowerment. We are committed to creating a foundation where every child's voice is heard, every right is upheld, and discrimination has no place.

Education

10. Details of provision to support children with special educational needs.

We recognise that each child is unique and may require specialized support to thrive. Our approach to children with SEN is guided by the principle of individualized care plans that address the specific needs, abilities, and goals of each child.

We work in partnership with educational professionals, therapists, and specialists who have expertise in supporting children with SEN. We collaborate with local schools and educators to determine the most appropriate educational environment that accommodates their learning styles and needs.

Close partnerships with the school team enables consistency and ability to mirror strategy in support of communication, behaviour management and achievement of set academic goals and targets.

Our collaborative approach ensures that children receive the necessary interventions and therapies that enable them to progress academically, socially, and emotionally.

We ensure adaptive facilities and resources designed to foster independence, engagement, and comfort. Our staff receive training to effectively provide the appropriate support to children with diverse abilities.

We offer a range of therapeutic interventions that address the emotional, behavioural, and psychological aspects of children with SEN. Our in-house therapists work collaboratively with external professionals to provide individual and group therapy sessions that help children build resilience and cope with challenges.

We adopt a family-centred approach to create a robust positive partnership, crucial to our children's overall well-being and development.

We believe in advocating for the rights of children with SEN and empowering them to reach their potential. Our staff encourage children to voice their aspirations, preferences, and concerns, fostering a sense of agency and self-advocacy.

We are committed to providing comprehensive and individualized support for children with special educational needs. Our inclusive approach ensures that every child, regardless of their abilities, can thrive, learn, and grow in an environment that celebrates their uniqueness, promotes their well-being and positively impacts their lives whilst supporting them on their journey to success.



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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.

Hammond House is not a registered school provision.

12. If the home 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.

We recognise the pivotal role of education in a child's development and future success. We also understand the importance of providing children with a well-rounded education that aligns with their age and developmental stage.

While we are not registered as a school, our commitment to promoting children's educational achievement remains unwavering.

Each young person will be assessed prior to admission and an achievable package agreed through consultation with relevant parties and the young person. There are several SEN provisions in close proximity for those who require specialist education.

We collaborate closely with chosen schools to facilitate seamless integration, ensuring that children are enrolled, attend classes regularly, and engage in a supportive learning environment.

Where challenges are identified in relation to attendance and settling, we ensure strategic staff presence at school to aid in this process until achieved. This home – school partnership is effective and reflects "safety", thereby reducing the anxiety experienced by the child or young person.

We ensure access to educational resources and materials at home and, that our staff are equipped to support our children and young people to complete their homework and assignments, and, if required, additional academic support will be facilitated through tutoring or help from qualified experts to address specific learning challenges.

The child or young person's key workers will continue to support them post 16 to access education / training and ensure they are linked with the appropriate service in line with their Pathway Plan.

We promote a fun-filled environment where creativity, curiosity and imagination construct and foster a love for learning.

We maintain open lines of communication with families, updating them on their child's progress, challenges, and achievements. Together, we work towards creating a holistic support system whilst celebrating each step of the journey.



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We are dedicated to ensuring that our children and young people have access to quality education regardless of ability. We are committed to provide the necessary support, resources, and advocacy to empower each child to reach their full potential. We strive to cultivate a love for learning that extends far beyond the classroom, preparing children for a future marked by knowledge, growth, and success.

Enjoyment and achievement

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.

At Hammond House, we provide children with a holistic and enriching experience that encompasses a wide range of activities tailored to their individual needs, talents, abilities, interests and aspirations.

There are multifaced benefits for young people including the development of a positive self-identity and esteem, reducing isolation, learning new life and social skills, gaining increased level of physical fitness and, having age-appropriate fun whilst achieving new experiences in a supportive way.

Creativity is at the heart of our approach to activities. We offer opportunities for children to explore various forms of creative expression, including art, music, writing, dance and more. These activities allow children to unleash their imagination, develop their artistic talents, and build confidence in their creative abilities.

Physical activities are integral to a child's overall development. Young people will be actively encouraged to join and attend local sports facilities and clubs. These activities not only promote physical health but also instil values of teamwork, discipline, and the importance of an active lifestyle.

Our Personal Trainer and qualified nutritionist will lead on the children's physical health and dietary regime. Body MOTs aid to keep track of their health journey and aid early identification of probable issues and remedial action. This information is recorded for inclusion in Health assessments by the LAC Nurse.

Social skills and emotional intelligence are fostered through activities that encourage teamwork, communication, and empathy. We organise group activities, team-building exercises, and community engagement initiatives that help children develop meaningful connections and a sense of belonging.

Children and young people are supported to gain a sense of mastery in a favoured hobby or leisure activity or indeed explore and discover others; be it playing an instrument, equestrian activity, hiking, camping, exploration, martial or fine arts. We aim to remove the limits on our children and young people's enrichment and life experiences.



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We celebrate all special occasions. These may be birthdays, religious, or other festivities. Families and friends are especially invited to foster an inclusive atmosphere. We encourage and support positive friendships especially for those Young People who may struggle to develop these organically. Indoor activity such as games and cultural evenings are regular events, art and craft, movie / themed nights including music, dance or showcasing of talents, all lend to a vibrant, fun-filled atmosphere.

Our annual holidays are carefully chosen to access new experiences and exciting adventures which broaden horizons and allow for discovery of new passions and interests. Our annual holiday allows staff and young people to build on personal growth and development.

We celebrate our children's accomplishments providing positive reinforcement and recognition for all their efforts. This encouragement boosts self-esteem and motivation, fostering a sense of achievement and pride.

Through our diverse offerings, we aim to empower children to explore their interests, discover their talents, and develop the skills they need to thrive in all aspects of life.

Equestrian Therapy Provision

As part of our therapeutic care offering, we provide equestrian therapy sessions delivered by Sam Tomlin, a British Horse Society (BHS) Stage Two qualified instructor with over 10 years' experience. Sam specialises in working with children with behavioural difficulties and autism, using horses to support emotional and social development in a safe, structured environment.

Sessions take place at Amesbury Mead Farm in Chingford (E4), home to a well-maintained riding school with direct access to Epping Forest. This unique setting allows children not only to ride in a controlled arena but also to explore forest trails, enhancing their connection with nature and providing a calming, sensory-rich experience.

Equestrian therapy supports confidence-building, emotional regulation, focus, and communication skills. For many children, forming bonds with the horses becomes a powerful tool for self-expression and healing, contributing positively to their overall experience in our care.

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.

Holistic Well-being

We are committed to ensuring the comprehensive well-being of every child under our care. Hammond House will fully utilize the professional network to enable holistic support. Our Forensic Psychologist will guide Comprehensive Therapeutic Treatment Plans to ensure effective and concise delivery of care and continuous evaluation of the children's well-being. She specialises in helping individuals process trauma, manage emotional dysregulation, and build healthier coping strategies, with a strong focus on promoting resilience and long-term well-being.

This lends to a proactive approach for uplift or intervention where identified. Our approach is integrative. This methodology encompasses a diverse set of psychological techniques and theories, ensuring a holistic and tailored experience for each young person.

The key components of this approach include:

1. **Cognitive Behaviour Therapy (CBT).** This focuses on identifying and challenging negative thought patterns, with an aim to alter unwanted behaviour patterns and treat various mental disorders.
2. **Rational Emotive Behaviour Therapy (REBT)** A comprehensive approach, REBT helps in recognizing irrational beliefs and attitudes, promoting emotional well-being and personal growth.
3. **Humanistic Approach.** This perspective emphasizes understanding the whole person and the uniqueness of the individual, particularly their free will and potential for self-growth.
4. **Solution-Focused Approach.** Concentrating on solutions rather than problems, this approach is future-oriented, goal-directed, and focuses on what clients want to achieve through therapy.

Our Clinical Supervisor works closely with staff focussing on helping the team to understand the child's early childhood and the impact of these experiences on their current and future functioning.

Where children have been linked with the CAMHS (Child and Adolescent Mental Health Services) team prior to admission, the home will seek to maintain this relationship through regular meetings. These meetings will focus on exploring behavioural concerns, reviewing medication, and supporting



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the child's emotional wellbeing. We are committed to providing comprehensive and up-to-date information to assist CAMHS in any ongoing or further diagnostic assessments, and to ensure they remain informed of the child's progress.

In cases where children and young people have additional health needs or diagnoses—such as hearing impairments, diabetes, or other medical conditions—the home will maintain strong links with the relevant consultants and healthcare professionals. This is to ensure continuity of care, consistency in treatment, and the best possible outcomes for each individual.

This also provides a framework to provide staff with and implement strategies around how to meet the child's needs.

We actively promote a lifestyle that creates opportunities for young people to enjoy healthier lives with a view to reducing the effects of poor diet, lack of exercise and stimulation. Having a consistent approach enables young people to adopt good habits and routines.

Young people will be encouraged and actively supported with maintaining personal health and fitness by staff. We will engage a personal trainer to aid in their training and development in this area. A small gym space will aid in the delivery of personal training sessions and body MOTs.

Those with specific dietary requirements will have their needs met accordingly on the grounds of health, religious beliefs, and preference. In those instances where selective eating has developed, support and positive encouragement is given to broaden their diet and tastes.

We will ensure that our weekly menus planned with our children are nutritious and well balanced. This will be guided by a certified nutritionist. Where there appears to be intolerance to certain foods, tests can be locally accessed, and dietary provision made for this.

Medical care is arranged through practitioners who can work with children and Young People with special needs, and particularly so with those who have communication issues. Where particular help is required due to complex issues, specialist services will be accessed through the primary health care trust.

In all cases Young People will receive support from staff throughout the process to achieve an appropriate diagnosis and resolution.

All staff will be appropriately trained and qualified to deliver care as outlined in individual Healthcare plans.

Hammond House operates a no smoking policy. Tobacco and tobacco related products / vaping paraphernalia will not be purchased for young people by staff or permitted in the Home. Appropriate support will be given to any young person to discontinue the practice if presented. External support and agencies will be used if required.

(a) Qualifications and Professional Supervision:

We understand the critical role that qualified and skilled professionals play in delivering healthcare and therapy services. Our staff receive ongoing training and professional development to stay updated with the latest best practices and techniques.



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Our staff members receive regular supervision and guidance from senior management to ensure the highest quality of care is consistently provided. In addition, our consultant Psychotherapist provides monthly clinical supervision and reflective practice to enable the staff team to work in unified way for effectual delivery of care. Our consultant psychologist directs therapeutic planning.

Our therapeutic consultants receive supervision in line with their practice.

(b) Measuring Effectiveness and Accessing Information:

The effectiveness of the therapy services we provide is a priority for us. We have established a comprehensive system for measuring the outcomes of our interventions:

Each child's care plan is customised based on their specific needs and goals. These plans are regularly reviewed, adjusted, and refined based on progress and feedback.

We collect and analyse relevant data to track progress and improvements in the child's health and well-being. Risk Assessments, Behaviour & Risk Management Plans and monitoring tools will evidence change and reflect growth and development.

This data helps us make informed decisions and adapt interventions as necessary.

Therapeutic input is built on evidence-based practices that are widely recognised and accepted within the medical and therapeutic communities.

One such assessment tool with which we monitor, measure and evaluate children's progress is the Outcome Star. The Outcome Star places importance on the children's perspective and priorities and focuses on aspects of life that are going well in addition to areas of difficulty.

This model also provides a visual model for children and young people, enabling them to map their own journeys and evidencing cause and effect.

The effectiveness of the input the children and young people in our care receive will be measured in the identifiable changes in behaviour, positive outcomes and achievements. It is our policy to celebrate the smallest of achievements with our children and young people in order to promote a positive sense of well-being.

We maintain open communication with families, sharing progress updates, milestones achieved, and areas of focus. Family input and involvement are crucial in shaping the effectiveness of our care.

Our mission is to provide top-quality care that contributes to the overall well-being and development of each child in our care. Our team of qualified professionals, evidence-based practices, and commitment to measuring outcomes ensure that children receive effective care that addresses their unique needs. We uphold transparency by making information and evidence accessible to authorised parties, allowing them to be actively engaged in their child's journey to growth and healing.

Positive relationships

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

We believe that the bonds between children, their families and friends are essential to their well-being and emotional development. We seek to ensure our children and young people continue to receive the love, support, and sense of belonging that comes from maintaining meaningful relationships.

Our approach is rooted in the understanding that family and friend connections are integral to a child's sense of identity and security. We understand that each child's situation is unique and the necessity of a flexible, tailored approach conducive to the needs of the young person, family circumstances and best interests. We collaborate closely with families and relevant authorities to create plans that support consistent, meaningful contact.

We maintain open lines of communication with families and friends, ensuring that they are informed about visitation schedules, guidelines, and any updates regarding the child's well-being and progress. Effective communication helps facilitate smoother contact arrangements.

We provide a welcoming and comfortable environment for families and friends to visit and participate in birthdays, holidays, and other significant events, fostering a sense of shared joy and memories. We also ensure that community-based activities are arranged for our children to enjoy with their families, siblings and friends. This all lends to building and maintaining positive relationship not only between children and their families and friends but also families/friends and the Home.

In cases where physical visits may not be always possible due to distance or other factors, we encourage and facilitate virtual connections through video calls, phone calls, and other digital platforms. These interactions help children stay connected and maintain relationships despite geographical barriers.

We will facilitate travel over distance once the child or young person is able cope.

We take into consideration the child's wishes and feelings when arranging contact with their families and friends. We appreciate relationships between the young people and their families can be difficult. Staff ensure a positive medium to support both parties and work through counter issues identified. We strive to create an environment where children feel empowered to express their preferences and where their emotional well-being is prioritised. We believe that strong relationships are essential building blocks for a child's journey to a bright and positive future.

Protection of children

16. A description of the home's approach to the monitoring and surveillance of children.

We prioritise the safety, well-being, and privacy of every child entrusted to our care. We understand the delicate balance between ensuring the safety of our children and young people and respecting their privacy.

Our approach to monitoring and surveillance is guided by a commitment to maintaining a safe environment while upholding the individual rights and dignity of every child. We do not invade their personal spaces or engage in intrusive monitoring practices that compromise their comfort or sense of autonomy.

We ensure our guidelines regarding monitoring and surveillance are communicated to all staff, children, and families to ensure a shared understanding of our approach and practices.

Cameras monitor the entrance and exits of the home only, to enhance security and deter potential risks.

Safety Protocols are in place for emergencies, fire safety, and other potential hazards. These protocols are regularly reviewed and practised ensuring the readiness of our staff and children. Access to our home is controlled to prevent unauthorised entry and to ensure the safety of our residents. Entry and exit doors are fitted with sensors to ensure that staff are alerted if a child or young person attempts to leave the home at night.

Staff are vigilant in relation to the children and young people's safety and protection. They employ keen observation to detect indicators, signs and symptoms which present concern. There are clear guidelines and protocols outlining responses and actions if a concern should arise. Staff are also aware of the Safeguarding policies and the protocols of the Local and Placing Authorities.

All staff working will receive mandatory safeguarding training as part of their induction. The Manager, Deputizing seniors and Senior Support Workers will undertake Designated Safeguarding Lead training.

Security of the Home is designed around the needs of the young people. In all circumstances door and window security is agreed with the placing authority in the form of a restriction of access, which will be based upon the young person's vulnerability, risk to self and others and in line with Deprivation of Liberty guidelines.

Our young people are deemed highly vulnerable and are therefore assigned a minimum of 1:1 supervision at all times. This ensures a greater level of security and reduces risk of absconding.

Hammond House works in accordance with Essex Safeguarding Children's Board which follows the Southend, Essex & Thurrock Child Protection Procedures (SET procedures). We employ a multi-agency approach to ensure our children are kept safe.

Individual Missing from Care Protocols outline a step-by-step procedure if a young person is 'absent/missing from care'. This is strictly adhered to.



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Staff work with the children and young people in a non-judgemental, empathic way to help identify the cause, and, put provisos including self-regulation strategies in place to prevent re-occurrence.

Reporting procedures are in place to ensure that all relevant agencies and parents are notified as a priority and appropriate protocols enforced throughout each stage.

We continuously review and adapt our monitoring and surveillance practices to ensure that they remain effective, respectful, and aligned with evolving best practices and regulations.

Bullying or being bullied:

Positive and effective supervision of children, who are supported and engaged in appropriate activities suitable for their needs and abilities in both group and children's settings, contributes to an atmosphere where bullying does not take place.

Where examples do occur, staff will try to pre-empt any actions, language, or name calling that is perceived as bullying, before it occurs.

Information gained from the initial assessment will inform the staff team of the type of behaviours that occur in these events.

As relationships are built, staff knowledge will develop enabling a proactive approach to mitigate such events. Staff will appropriately challenge the children to demonstrate that such behaviours are not acceptable.

Strategies will be devised to ensure that they do not re-occur and that such unwanted behaviour is replaced over a period of time.

We seek to ensure communication with children is in an open and effective way. This is crucial to ensure each child feels safe to express their feelings, unhappiness, likes and dislikes and to describe the relationships they have with others.

Dealing with a child going missing:

Upon return, each child is welcomed and supported to understand the risks of being out alone and with a view to prevent a further re-occurrence. The Police will speak to the child to undertake a welfare check, and this will be supported and facilitated. In addition, the home will request for a return from missing interview to be undertaken by the child's Local Authority.

We are dedicated to transparency and open communication in matters of child protection and behaviour management. By providing access to our policies, we aim to foster collaboration, understanding, and a shared commitment to the well-being of the children in our care.

For more information on our Safeguarding Policies or Behaviour Management policy, please contact the Homes Manager:

Name: Nancy Bwalya Home Manager – 07917468107

Nancy.Bwalya@steppingstonehomes.co.uk



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Contacts:

Essex Safeguarding Young People Board (ESCB)

Telephone: 0345 603 7627 / 0333 013 8936

Email: escb@essex.gov.uk

LADO:

Phone: 0333 013 9797

Email: LADO@essex.gov.uk

Address: County Hall (Room C228) Chelmsford CM1 1QH

Significant events are reported to Ofsted, the placing authority, when required by the Secretary of State, The Police, and the Health Authority, in the form of notifications as required under Regulation 40 of the Children's Homes Regulations 2015.

17. Details of Hammond House's 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.

Our Approach to Restraint and Professional Training

We are committed to providing a safe and supportive environment that fosters positive behaviour and personal growth.

Within our home, we aim to support children in developing empathy by learning to understand and respect the feelings, views, and opinions of others. Through this approach, we encourage children to reflect on and begin to change behaviours that may be inappropriate or harmful to themselves or those around them.

This process is underpinned by the consistent use of **unconditional positive regard**, recognising the inherent worth and potential of every child, regardless of their behaviour or circumstances. Central to building meaningful, trusting relationships are the values of **trust, confidence, honesty, and humour**—all of which are essential to fostering personal growth and emotional wellbeing.

(a) Approach to Restraint:

We recognise that behavioural challenges can arise, and our priority is to respond in a way that maintains the child's safety, dignity, and emotional well-being.

Our priority is to prevent situations from escalating to the point where restraint may be necessary. There is an expectation that staff will model positive behaviours and utilise proven verbal and deflective techniques to diffuse situations wherever possible. Staff have received training in behaviour management and will use their knowledge of the young person to determine best approach to deter escalation.

There may be occasion however, when a child or young person's behaviour poses an immediate risk to themselves or others. If restraint is deemed necessary, it is carried out in the least restrictive manner possible. Our staff are trained to use techniques that prioritise the child or young person's comfort, safety, and well-being.

Our chosen model of training is PRICE: 'Protecting Rights in a Caring Environment'. PRICE is accredited by the RRN Certified Training Provider.

Every member of staff will receive this training as part of their induction process, and will undertake refresher training at least annually, or as deemed necessary.

Our goal is to minimise the use of restraint and prioritise alternative methods of managing behaviour.

We maintain transparency and open communication with children, families, and relevant authorities regarding the use of restraint. The circumstances leading to the restraint, the actions taken, and the outcomes are documented and shared as appropriate.

(b) Staff Training and Competence:

Appropriate and effective use of restraint is essential. Our staff undergo rigorous training in the practical techniques, de-escalation strategies, and behaviour management.

Comprehensive Behaviour Management Plans outline a child or young person's behavioural presentation, interventions and responses to interventions. Staff training is focussed on understanding the psychological aspects of behaviour, recognising triggers, and implementing de-escalation strategies whilst emphasising the importance of ethical and compassionate care.

Staff undergo regular refresher training to reinforce their skills and stay updated with the latest best practices. This ensures that staff are well-prepared to respond to behavioural challenges in a safe and effective manner. Competence assessments are conducted periodically to ensure that staff maintain the necessary skills, through practical demonstrations, scenario-based assessments, and knowledge evaluations.

A debrief is conducted with the young person and staff following any incident involving restraint to ensure that staff's action aligns with our ethical and practical standards. All incidents are addressed in Reflective practice, including role play to lend to a greater evaluation of incidents and reinforce/adjust practice.



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Effective monitoring identifies any patterns in relation to staff members involved in incidents or restraints and enables a proactive approach in relation to intervention, additional support or training.

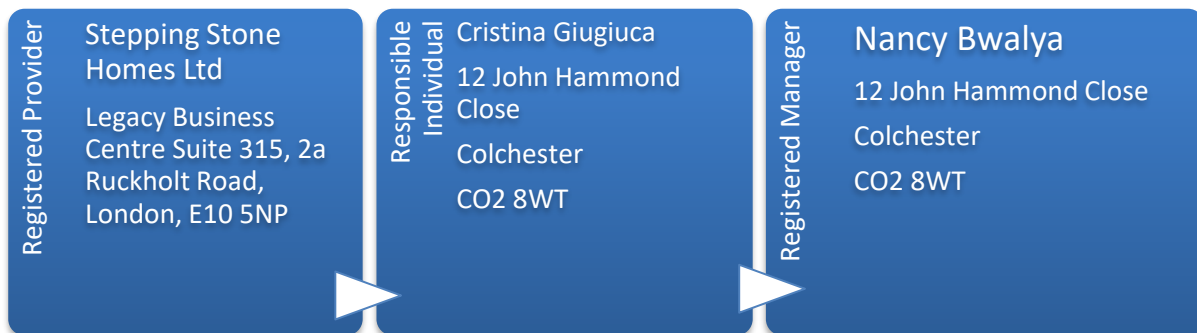
We are committed to providing compassionate behavioural support that prioritises the well-being and dignity of every child. Our approach to restraint is rooted in prevention, transparency, and ethical practices.

We invest in the professional training and ongoing assessment of our staff to ensure that they are well-equipped to manage behaviour in a way that promotes safety, positive outcomes, and the overall growth of the children in our care.

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).



19. Details of the experience and qualifications of staff, including any staff commissioned to provide education or health care.

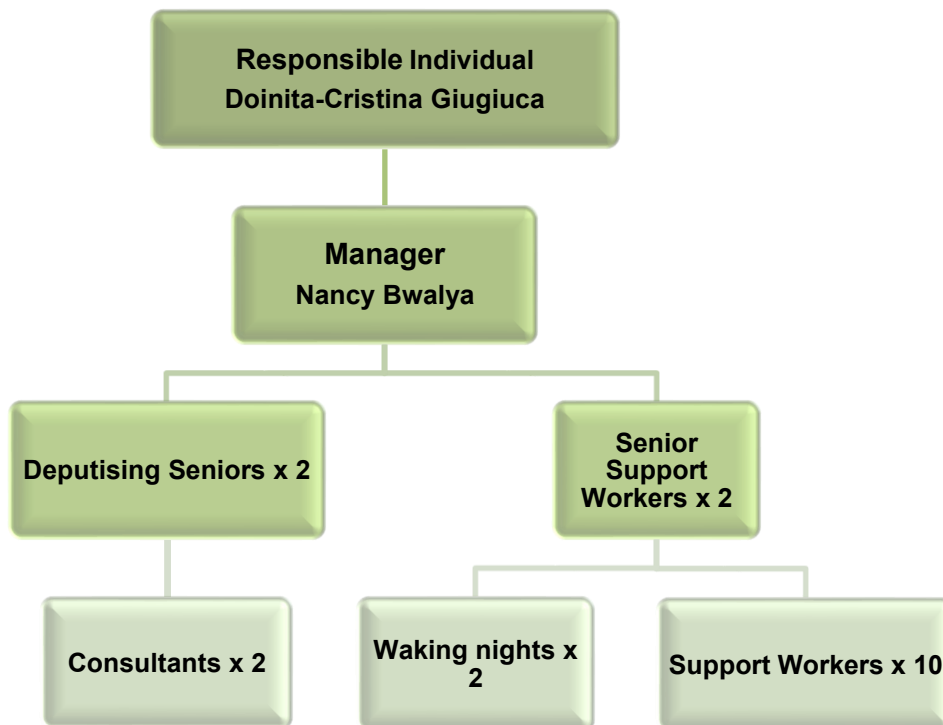
Responsible Individual:	Manager: To be registered
Cristina Giugiuca 12 John Hammond Close Colchester CO2 8WT	Nancy Bwalya 12 John Hammond Close Colchester CO2 8WT

Name of Employee & Role	Years of Experience	Qualification
Responsible Individual Doinita-Cristina Giuguica	5 years 7 months	BTEC Level 5 HND in Healthcare Management
Homes Manager Nancy Bwalya	11 years	NCFE CACHE Level 5 Diploma in Leadership & Management for Residential Childcare All mandatory training
Deputising Senior 1 Janice Durham	12 years	NCFE CACHE Level 5 Diploma in Leadership & Management for Residential Childcare All mandatory training
Deputising Senior 2 Janine Watson	12 years	Level 5 in residential childcare and Leadership & Management All mandatory training
Senior Support Worker Hyacinth Morris	5 Years	Level 3 All mandatory training
Ifeanyi Agu Senior Support Worker	3 years	Level 4 and working towards level 5 Leadership & Management. All mandatory training
Support Worker (Behaviour & Nurture Coordinator) Rhiana Maxwell	0 years	Will be enrolled on Level 4 on successful completion of probation period All mandatory training
Megyn Simpson Support Worker	0 years	Will be enrolled on Level 4 on successful completion of probation period All mandatory training
Derek Brome Support Worker	0 years	Will be enrolled on Level 4 on successful completion of probation period All mandatory training
Aaron Lee Support Worker	5 years	Will be enrolled on Level 4 on successful completion of probation period. All mandatory training
Waza Tembo Support Worker	0 years	Will be enrolled on Level 4 on successful completion of probation period All mandatory training

Consultants

Psychotherapist	Joanne Maloney
Forensic Psychologist	Kirsten McCallum

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.



Hammond House will undertake its own bank staff who will support the home as and when necessary.

We recognise that the well-being and success of our children are closely tied to the expertise and professionalism of a dedicated team. We are committed to the provision of professional supervision, continuous development, and quality care.

Hammond House operates under a well-defined management and staffing structure that ensures efficient operations and a nurturing environment for our children.



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The Responsible Individual has operational responsibilities for overseeing the management of Hammond House and ensuring the service is safe, well run and complies with regulations. Responsibilities include defining policy, care practice, providing support and direction to the Registered Manager and the team.

Our Home Manager oversees the day-to-day management of the home, including staff coordination, resource allocation and ensuring compliance with policies and regulations.

Our support staff play critical roles in daily care and activities, providing emotional support, facilitating daily routines, and ensuring the overall well-being of the children.

Induction Training and Staff Development

At Hammond House, we are committed to ensuring that all new staff are thoroughly inducted and supported in their role. Each new team member will be provided with a tailored induction programme, which reflects their prior knowledge, experience, and individual training needs.

Staff who do not already hold the required qualification, will be enrolled on the appropriate course during their induction or on successful completion of their probationary period. Staff receive appropriate ongoing training.

Induction Programme

- Each new staff member will undertake an induction period which includes:
 - Reading and signing relevant policies and procedures
 - Participating in 5–10 shadow shifts, determined by their previous experience and understanding
 - Completion of all mandatory induction training within the first eight weeks of employment

Probation and Professional Development

- All staff will undergo a six-month probationary period.
- Upon successful completion, staff will be enrolled on the Level 4 or Level 5 NVQ/Diploma in Children, Young People and Families, depending on their role and responsibilities within the home.

Core Skills and Ongoing Training

- During the first twelve months, the induction will be supported by further training in core skills and knowledge, delivered through:
 - Regular supervision sessions
 - In-house training
 - External training courses, seminars, and workshops
- Training needs will be identified collaboratively by the staff member and their supervisor and may form part of the performance expectations during the probationary period.

This approach ensures that all staff are well-equipped to provide high-quality care and support to the children and young people living at Hammond House.

We are dedicated to maintaining a highly skilled and motivated team by providing professional supervision and continuous development opportunities.



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We ensure our staff team feels valued and supported to reach their full potential and personal milestones. Opportunities are presented to continuously update their knowledge and skills. This is underpinned by regular professional supervision and guidance. This includes feedback, support, and a platform to discuss challenges, successes, and professional growth.

Each member of staff takes part in the annual appraisal process which is aligned with their individual Personal Development Plan.

Young people contribute to this process through creative feedback tools taking into account their level of understanding and communication needs. This provides the member of staff and the manager with information on the young person's view, where their strengths lie and their areas for development.

Feedback from young people's families and other professionals is taken into account.

The formal staff supervision structure within the home is established for all team members, with everyone committed to its maintenance and development. The system is based on a hierarchical triangle with staff being supervised by recognised senior staff, who in turn receive their supervision from the registered manager. It is intended that this system creates a two-way flow of information that is seen as relevant to the supervision forum.

Our Clinical Supervisor provides monthly team supervision. This ensures that interventions are evidence-based, and that staff are equipped with the latest techniques.

In addition, this supervision provides a safe forum to consider how staff meet the challenging needs of the young people. Staff members also benefit from one-to-one support as required, to ensure that their own emotional needs are being considered and addressed.

Staff receive ongoing training, both in-house and through external agencies to enhance their skills, stay updated with best practices, to be equipped and continually improve their ability to provide exceptional care and support.

We ensure staff have information needed to carry out their responsibilities efficiently and effectively by regularly updating and promoting the staff handbook of good practice and maintaining effectual communication.

Reflective practice provides a platform where staff share insights, collaborate on strategies, and work together to provide the best care for our children. The diverse skills and expertise of our team contribute to a well-rounded approach to children and young people's development.

We are guided by a comprehensive management and staffing structure that ensures effective operations, professional development, and quality care. We believe that investing in our staff's growth directly contributes to the growth and success of every child and young person who calls Hammond House "Home".

20.1 Training

Training is mandatory and staff undertake a mixture of mandatory, and specialist online and face to face training as outlined below.

Mandatory Training

Objective: equip all staff with essential skills and knowledge to meet regulatory requirements and provide quality care.

Training Area	Description	Completion Timescale
Safeguarding Children	Identification, reporting protocols, and responding to signs of abuse.	Within first 3 months
Health and Safety	Workplace safety, infection control, and incident reporting.	Within first 3 months
Fire Safety	Evacuation procedures and fire equipment use.	Within first 3 months
Equality, Diversity & Inclusion	Creating an inclusive environment respecting each child's rights and individual needs.	Within first 3 months
Whistleblowing	Training on the Whistleblowing Policy; staff understand how to report concerns and the legal protections provided.	Within first 3 months
First Aid	Full First Aid certification.	Within first 6 months
Food Hygiene	Safe handling and preparation of food.	Within first 6 months
Behaviour Management	Positive behaviour support, de-escalation techniques, and handling challenging behaviour.	Within first 6 months
COSHH Awareness	Safe handling, usage, and storage of cleaning products and chemicals.	Within first 6 months

Ongoing Training & Development

- Annual Refresher Courses: required in safeguarding, whistleblowing, health and safety, and other key areas.
- Continuous Professional Development (CPD): additional training tailored to individual roles, needs, and updated regulatory guidelines.

Protecting Rights in a Caring Environment (PRICE):

All staff will undertake face to face price Physical Intervention training. This training will provide the underpinning knowledge and practical management techniques for preventing, defusing, and managing aggressive behaviour. Refresher training will be provided at least annually.

Face to face PACE training:

As part of their Induction / Probation, all staff will undertake face to face PACE training. This will support staff to fully understand trauma, give staff an overview of Adverse Childhood Experiences (A.C.E.) and self-medicating behaviours, and be able to identify critical biological and psychosocial implications of experiencing trauma. In addition, it will give the staff the knowledge and skills to enable them to explore the foundations of PACE and how to build the therapeutic alliance towards attachment, trauma and brain development.

PREVENT

This training is mandatory and equips staff in their understanding of the Prevent duty, how to identify early indicators of radicalization, and learn how to help vulnerable people.

- Core Modules: Covers Prevent awareness, referral processes, and the Channel or Prevent Multi-Agency Panel (PMAP) process.

Face to Face Level 3 First Aid training:

All staff will undertake Level 3 Paediatric First Aid to give them the skills and knowledge to be able to manage Paediatric first aid and emergency situations. The course will cover areas such as:

- How to deal with an unconscious casualty who's not breathing, i.e., CPR and using an Automatic External Defibrillator, AED
- Placing a casualty in a recovery position
- Dealing with first aid incidents such as, bleeds, broken bone, diabetic, asthma, allergic reactions to peanuts etc, heart attacks. stroke, epilepsy head injuries etc.

Trauma Informed Approaches:

All staff will undertake Trauma Informed Approaches training as part of their induction at the home.

The course will enable staff to:

- Understanding Adverse Childhood Experiences
- Understand Trauma and the Brain
- Advise about Intersectionality in Practice
- Support staff in working with families.
- Vicarious Trauma and Self Care

Trauma Toolbox:

All staff will undertake Trauma Toolbox training as part of their induction at the home. The course will enable staff to:

- Discover new paradigms of Trauma informed Care.
- Explore the science of resilience.
- Overcome Toxic Stress and Regulate the Nervous System
- Healing strategies for Hurting Children
- Build Power children
- Manage Emotional Dysregulation and Create Resilient Youth

Ligature Training– Face to Face:

All staff will receive Ligature training withing their probationary period. The Ligature training will give staff:

- An overview of the physiological effects of strangulation by ligature
- An explanation on some of the possible types of ligatures that might be used
- An explanation into policies and procedures
- An awareness of immediate actions to take as 'first on scene'
- An awareness on how to remove a ligature safely using ligature cutters
- What basic first aid may be required
- An opportunity for staff to practice techniques

Fire Warden:

Staff will receive Online Fire Warden training, so they are fully aware of their role in the event of a fire, and how to lead a fire evacuation. The course will cover:

- Background
- Fire Prevention
- Fire evacuation
- Fire extinguishers & classifications
- Legislation



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Outcome Star:

Staff will receive Outcome Star training to support them to understand the tools we use to monitor, measure and evaluate children's progress. The course will cover:

- Being introduced to Outcome Star
- Exploring and using the different stars i.e. My Star and Young Person's Star
- How to use Outcome Star with children
- Learning how to action plan using Outcome Star
- How to complete the Outcome Star online and how to generate reports
- Discuss the consistency of Outcome Star and next steps

Additional Courses:

We have also devised some additional in house training that staff will complete as part of their induction to the home as follows:

- Child Development & Attachment
- Effective Communication
- Teamwork & Collaboration
- Risk Assessments
- Medication Administration
- Building Positive Relationships
- Importance of Body Language
- Restorative Practice
- Legislation & Regulations
- Personal & Professional Boundaries
- Whistleblowing
- GDPR
- Pace (basic)
- Cultural Competency
- Sexual Orientation
- LGBTQ+

Specialist skills and knowledge

Having acquired core skills, staff will need to continue in their learning so that they are able to demonstrate their competence in providing a quality service. Again, training needs will be identified through supervision. Referrals to training courses, or the commissioning of in-house training will reflect the operational needs of the home. In addition, training will also be sourced so that staff are trained to support children's needs.

Staffing Policy

Hammond House is committed to ensuring the safety, stability, and wellbeing of all children and young people in our care through appropriate and consistent staffing levels.

Day and Night Staffing

- Adequate staffing will be maintained at all times, ensuring that the needs of the children are fully met.
- During daytime hours (9:00am – 6:00pm), staffing will include care staff in addition to any on-site management presence.
- Night staffing levels will be determined by the Registered Manager, taking into account the specific needs and risk levels associated with each child or young person living in the home.
- In accordance with Quality Standards – Standard 30 (paragraphs 30.1 and 30.2), the home will always be staffed at or above the required levels, both during the day and at night.

Night Staff Responsibilities

- Waking night staff are not permitted to sleep while on duty under any circumstances.
- They must record their activities at least once every hour to ensure full accountability and accurate handovers.

Shift Leadership and Decision Making

- Each shift will be overseen by a designated shift leader who has the skills, experience, and delegated authority to manage operational decisions and coordinate the work of the team effectively.

Management Support

- All staff have access to 24-hour management support, either through the on-call rota or the home's out-of-hours support arrangements, ensuring guidance and escalation routes are always available when needed.

Our priority targets

We recognise that the effectiveness and quality of care provided is directly linked to the skills, consistency, and professionalism of our staff team. The following priority targets guide the development, deployment, and support of staff to ensure excellent standards of care:

1. Consistency in Approach and Care Planning

- Promote a unified and consistent approach to care through regular staff team meetings and structured supervision sessions.
- Ensure that all staff are aligned with each child's care plan and the home's overall care ethos.

2. Access to Information and Communication

- Staff will be supported to carry out their roles efficiently and effectively through access to a regularly updated Staff Handbook of Good Practice.
- Maintain clear and open communication across the team using verbal, written, and electronic methods.

3. Skills and Performance Development

- Ensure a suitable skill mix across the team through the Valuing Performance process.
- Each staff member will have a personalised development plan, reviewed and monitored as part of supervision and appraisal.

4. Effective Staff Deployment

- The staff rota will ensure the right number of staff are deployed at all times to maintain safety, provide continuity of care, and support positive outcomes for young people.

5. Health and Safety – Risk Management

- Provide a safe working and living environment by regularly reviewing and acting upon the findings of risk assessments relevant to both staff and residents.

6. Contribution to Service Development

- Staff will be encouraged to share their knowledge and experience to support the ongoing development and improvement of the home and wider residential services offered by the company.

7. Rapid Competence of New Staff

- New staff will be supported to achieve full competence quickly through the induction programme, validation against foundation standards, and referral to appropriate external training, including the Level 3, 4 or 5 Diplomas in line with their role and responsibilities.

We value our team and recognise that team building is a vital component in our operation. A cohesive and well-supported team directly impacts the quality of care, emotional stability, and overall experience of our children and young people.

Children and young people thrive in environments where boundaries, routines, and expectations are consistent. A unified staff team delivers care in a way that is steady and predictable, reducing confusion and anxiety for the children.

Recognition of individual contributions, promote a sense of belonging, and enhance staff morale. This not only boosts job satisfaction but can also reduce staff turnover, supporting the continuity and stability our children require.

We are committed to providing a warm and emotionally safe environment for our children to thrive and heal, and our team who cares for them.

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

We understand that children benefit from exposure to a range of positive role models representing diverse backgrounds, experiences, and genders.

Our approach is grounded in valuing gender diversity and ensuring that every child can connect with role models of different sexes.

While our staff composition may be primarily of one sex, we actively create opportunities for children to engage with individuals of all genders and expose them to a broad range of perspectives, career paths, and life experiences. This may be achieved through guest speakers, mentors and appropriate community-based persons or agencies of interest. We aim for each child to have two keyworkers reflecting a balanced approach to their care.

We partner with external organisations that promote gender diversity and inclusion. These partnerships provide additional avenues for children to interact with individuals who can serve as positive role models. Extracurricular activities encompass a variety of interests and talents, providing additional opportunities for children to interact with role models in areas such as sports, arts, sciences, and more.

We encourage open and honest conversations about gender, identity, and the importance of embracing diversity. We create safe spaces for children to express their thoughts, ask questions, and learn about the significance of having positive role models of different sexes.

Our approach is rooted in promoting positive values that transcend gender. We emphasise qualities such as empathy, compassion, leadership, and resilience—qualities that are essential for personal growth and success regardless of gender.

We empower children to embrace their identities and confidently navigate their futures.

Care planning

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

Our commitment to providing a safe and supportive environment for children is paramount. Our approach ensures that each child's unique needs and circumstances are considered, prioritising their well-being and safety.

Full and comprehensive information is secured during the referral process, including the child's well-being, taking into consideration their physical, emotional, and psychological needs. The placement commissioning team, registered manager, psychotherapist, previous carers/placements and social work team will make placement considerations and decisions, guided by a set of inclusive criteria.

We evaluate how well the child's needs align with the resources and support we can provide. This information secures completion of care planning defining appropriate strategies, interventions and levels of staff support.

We prioritise the safety of both the child being admitted and the children already in our care. We assess whether the child's presence will contribute positively to the overall well-being of our home. Our aim is to ensure that our home is the right place for their growth and development.

Transition and Placement Planning

Once a young person has been assessed and deemed suitable for placement, we actively seek their engagement and "buy-in" to the transition process. To support this, a carefully matched key worker is assigned to initiate early contact and begin building a trusting relationship through introductory meetings. We aim to assign two keyworkers for a balanced approach.

A personalised transition plan is then developed, outlining a structured and gradual approach to the placement. This plan is informed by the young person's individual needs, preferences, and existing care plan, and may include:

- Participation in community activities with staff or peers
- Initial visits to Hammond House while remaining in their current placement
- Progressive increase in visits, including day trips and overnight stays
- A move towards full transition once the young person feels safe and ready

This child-centred approach ensures that transitions are supportive, flexible, and paced appropriately, promoting a sense of stability, security, and ownership from the outset.

Emergency admissions may be considered but only if deemed to result in minimal disruption. In cases of emergency, we have established clear policies and procedures to ensure that children are admitted quickly and safely.

There is an immediate assessment to help us determine the most appropriate course of action. If the child's immediate safety is at risk, we may provide temporary care while awaiting appropriate approvals and assessments.



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We work closely with relevant professionals, agencies, and guardians to ensure that the child's best interests are served during the emergency admission process. Once the emergency has been resolved, we conduct a thorough evaluation of the child's needs and circumstances to determine the most suitable long-term care plan.

We maintain a fair and responsive approach to admissions, considering the well-being and safety of every child. Our criterion for admission ensures that we provide an environment where children can thrive, and our emergency procedures prioritise their immediate safety while adhering to legal and regulatory requirements.

Our commitment to thoughtful admissions and swift emergency response underscores our dedication to providing the best possible care to every child who becomes part of our home.

Contacts:

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Significant events are reported to Ofsted, the placing authority, when required by the Secretary of State, The Police, and the Health Authority, in the form of notifications as required under Regulation 40 of the Children's Homes Regulations 2015.



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22.1 Review of the Statement of Purpose:

Section reviewed	Date reviewed	Reviewed by
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