



Pebbles

Care | Education | Therapy



JASPER HOUSE

Statement of Purpose

May 2025

3	Introduction
3	Quality & Purpose of Care
6	Views, Wishes & Feelings
7	Education
9	Enjoyment & Achievement
10	Health
14	Positive Relationships
15	Safeguarding
15	Child Protection
17	Promoting Positive Behaviours & Use of Physical Intervention
19	Leadership & Management
21	Care Planning

Introduction

This statement of purpose has been written in accordance with the requirements of Regulation 16 and Schedule 1 of the Children's Homes England Regulations 2015.

Pebbles Care Ltd is the name of the parent organisation for which Radical Services Ltd and Partners in Care are subsidiaries.

Quality & Purpose of Care

Regardless of previous experience, children and young people have potential for growth and change. Pebbles Care exists to nurture and develop, so that any young person welcomed into our care will have the opportunity to flourish. Our therapeutic practice is based upon a belief that those we care for should experience a sense of belonging underpinned by an approach we refer to as 'Therapeutic Parenting'.

This is our way of caring. It recognises the following:

- The potential in each person to recover from past harm.
- The need for high levels of nurturing care combined with structure and predictable patterns of care.
- The importance of a warm, clean, and homely environment in which children and young people can feel a sense of safety and belonging.
- That having fun and creating positive childhood memories are imperative. Promoting self-confidence and removing the sense of shame many young people feel is essential.
- That there is often an underlying need beneath an individual's behaviour, which they need to process and make sense of before they can affect change.
- The need to work at the developmental or cognitive age of the child and not necessarily at their chronological age.
- The need to accept presenting behaviour as reflection of learned behaviours rooted in previously learned maladaptive coping strategies.
- The significance of meaningful, trusting human relationships as a conduit for development and personal growth.

We are excited to be strengthening our care practices this way and acknowledge that we have commenced a journey toward improvement; one where we will learn together and work toward improved outcomes for children and young people.

At Jasper House, we are now an enhanced dual home for two young people up to the age of eighteen of any gender identities.

The home provides a familial environment where children and young people who cannot remain at home can be cared for in a way that allows them to experience a strong sense of nurture matched by clear boundaries and routines.

Adverse childhood experiences are likely to have informed the beliefs and attitudes of these children and young people, which have often led to maladaptive coping strategies manifesting in harmful behaviours toward self and others. Jasper House aims to support young people to make sense of these past experiences and how they influence current behaviours, whilst ensuring a positive nurturing environment where children can feel safe, have fun and experience attuned and positive relationships.

This serves as a pretext for growth and development and allows individuals to develop and flourish. At Jasper House we respect diversity and ensure that as part of the care planning process individual needs of each child or young person are supported in relation to their cultural identity, language or faith needs and will draw upon local community and other groups to achieve this.

Playfulness, Acceptance, Curiosity and Empathy (PACE) reflect the therapeutic parenting approach to care we offer.

Through attuned parenting and the development of trust we work to create safety and repair past damage. Creating safety is key if we are to support children and young people to affect positive change.

Jasper House is registered with Ofsted and offers short, medium, and long-term accommodation for young people based upon assessed need. Jasper House is a four bedroomed home with four spacious bedrooms, two of which are dedicated bedrooms for children or young people and two are carers bedrooms and office space.

The layout of the home has been designed to provide a healthy balance between safety, security, and privacy. On the ground floor there is a kitchen/dining room, living room, chill out/relax room and second carer sleep room. Upstairs there are two single bedrooms for young people, one sleep in room for the carers which includes an office area and two bathrooms. Outside at the front of the property there is a small garden and on street parking for vehicles and to the rear of the property there is a garden with a garage and an area where the young people can relax and play.

The home is situated in the centre of a small town of Castleford and has access to bus route, train stations and local amenities. We have a range of leisure activities in the local area such as Junction 32 for shopping and Escape for cinema, trampolining, laser quest and eating out as a family.

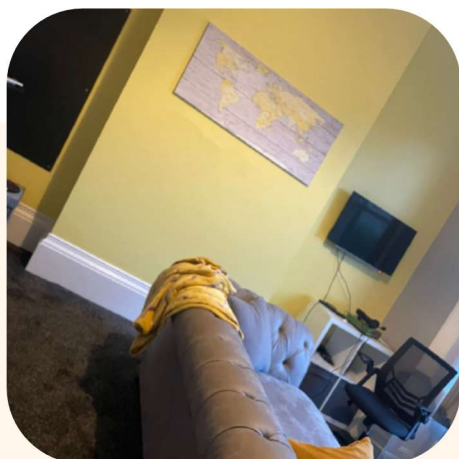
At Jasper House we take pride in the way we care and create a home which is loving and safe for all young people.

Ofsted

Jasper House is registered with Ofsted, the Government Office for Standards in Education, Children's Services and Skills.

The home enjoys a lovely lounge specifically for relaxation its own reading area, sensory lights, and calming activities to support young people when feeling like they need some quiet space. Young people enjoy a range of craft activities, cooking mixed with some relaxing movie nights and crazy disco with karaoke.

Jasper House recognises the importance of promoting the cultural, sexual, religious and gender identity of every individual, and seeks out activities, gatherings, and faith groups to allow any individual to express themselves accordingly.



All Pebbles Care policies and procedures are stored centrally online via Microsoft Teams and are easily accessible. This includes a policy in relation to complaints. At the time of welcoming a child or young person to Jasper House, they receive a Children's Guide which outlines how they can make a complaint using a complaint form that can be given directly to the manager or posted into the home's 'Complaints/Compliments' box.

To enable further transparency and opportunities for an individual to raise a concern, Pebbles Care also uses 'Hear Me', a confidential email address to allow any young person to raise issues with senior management who are external to the home should they not wish to discuss their concerns with the registered Manager or Deputy Manager.

Views, Wishes & Feelings

At Jasper House we are committed to both encouraging and enabling children and young people to actively participate in the daily life of the home and decisions that affect them.

Jasper House is committed to recognising and ensuring the rights of children and young people living at the service as defined by the United Nations Convention on the Rights of the Child 1989, Articles 2, 3, 6 and more specifically Article 12, as well The Children Act 1989.

We want those we care for to feel engaged in any decision-making processes whether it be what they eat, the home décor, how they spend their time or activities within the home.

Making time to talk

Jasper House will provide time for monthly meetings for its young people to informally come together to share any views, wishes or feelings they may have in relation to their lived experience at Jasper House. Where these meetings are not implemented the use of one-to-one sessions would be used to support the young people's wishes and feelings. Empowering young people to have their views heard and responded to, we promote a sense of agency and citizenship.

Jasper House also seek the views of its young people in relation to service improvement and encourage them to feel safe and empowered to share complaints and compliments.

Pebbles Care encourages care teams to support its residents to make use of the National Youth Agency and its advocacy service. All young people are also encouraged to talk to Independent Visitors' to the home.

Complaints

Complaints are dealt with promptly in line with policy and procedural guidance. Outcomes are clearly recorded and reviewed by the Responsible Individual.

All Policies and Procedures are centrally accessible by carers from via Microsoft Teams are freely available on the homes PC.

Education

All children and young people have an entitlement to 25 hours of education per week.

This may include:



Full-time at a local mainstream or special school



Structured learning at home as part of a personalised education package



A combination of school learning, home learning and access to alternative provision which could include work-based learning, college, or community activities

Registered managers and carers in the home have a responsibility for ensuring children and young people in their care access the appropriate education for them, and advocate for them to achieve to their potential. To do this, they will be supported by the Head of Education where necessary and will work in partnership with Social Work departments, local authority Virtual Schools for looked after children, SEND (Special Educational Needs & Disabilities) Teams in local authorities, and other agencies where appropriate.

To maximise the impact of their support, registered managers will ensure they and their teams:

- Consider educational needs early in the admissions process so a plan can be made to engage in education at the earliest appropriate time.
- At the start of the placement ascertain the educational needs of the young person and enrol them in an appropriate setting in partnership with their social worker informed and supported by the Virtual School for LAC and Social Worker.
- Contribute to the planning process and maintain plans for engagement in education.
- Support the young person with their education at home; whether supporting homework, facilitating home learning, or recognising skills development during everyday activities in the home.
- Support conflict resolution to the best of their ability to reach the most suitable outcome for young people regarding education provision. Seek the advice of the Head of Education where necessary or in the case of any doubt about the provision offered.

Education

- Ensure young peoples' SEND (Special Educational Needs and Disabilities) are met in line with the SEND Code of Practice. This is particularly important if the young person has an EHCP (Education, Health and Care Plan). This could mean the young person should attend a special school and/or have enhanced support. The EHCP is a legally binding document, reviewed annually, to ensure young people have their needs met. The SENCO (also Head of Education) will be consulted where there is any dubiety over the provision being offered and the level of need detailed in the EHCP.
- Support full attendance at school (or other provision), employing appropriate strategies.
- Update stakeholders (Social Worker, Virtual School, SEND Team) on progress in education as required. Usually this will be through multi-agency meetings such as LAAC reviews, PEP meetings, TAC meetings, EHCP reviews, Person Centred Reviews, and other planning meetings. Pebbles Care's school will prepare reports on parental/professionals' views for these meetings and reviews as requested by the local authority.
- Attend parents' evenings, school events, information meetings, etc. in line with school calendars to ensure effective monitoring of progress at school. Effectively administer communications with school to manage the educational experience of the young person.
- Where there is no education provision for a young person in our care, the Head of Education is to be notified immediately so steps can be taken to contact the local authority to devise a plan for inclusion in education.
- Where necessary Jasper House will creatively and innovatively provide educational experiences for young people at home to ensure the entitlement to 25 hours of education per week is met.
- Contribute to the '24-hour curriculum' by monitoring and recording skills development in the home.
- Manage educational workload and expectations (of the young people and school/provider) to safeguard the mental health of young people while ensuring they reach their potential related to their circumstances. Communicate effectively with education providers to ensure they are aware of any circumstances affecting educational progress.
- Maintain plans for engagement in education in partnership with stakeholders and update these as they progress over time.

Enjoyment & Achievement

We are dedicated to supporting children and young people to have positive and meaningful experiences as well as having opportunities to discover more about the things they are good at and enjoy.

We will promote opportunities for living-learning experiences through a range of daily activities. We are committed to contributing to the social, cultural, and economic capital of the community since we are reliant upon community resources to provide opportunities for our young people to participate in activities which evoke a sense of achievement and pleasure.

Creating opportunities for creativity, activity, social engagement, and learning allows for personal growth, a sense of achievement and pride. Jasper House liaises with several groups, organisations, and activities within the local community to engage young people and ensure their participation in things that they enjoy doing.

This may include:



The provision of safe outdoor activities linked to achievable awards



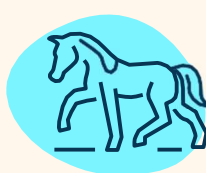
Involvement in physical activity



Being part of community and voluntary activities, which involve taking care of the environment and caring for nature



Raising awareness of the outdoors and environmental issues



Arts, crafts, cookery, poetry, music, discussion groups, animal care, and the performing arts



Self-care and well-being including massage, mindfulness, beauty therapy

We can support children and young people to try new things and hopefully learn to feel better about themselves.

Health

All children are registered within seven days with a General Practitioner, Dentist and Optician.

The Doctors surgery for Jasper House is based at the following address:
Henry Moore Clinic, 26 Smawthorne Lane, Castleford WF10 4EN
Tel: 01977 552007



Health

Psychological Support

The children and young people at Jasper House have access to psychological support from Pebbles Care's Psychology team whose work is informed by a professional code of ethical practice.

The in-house Psychology Team provide a fully embedded and integrated psychological therapy service that is informed by an understanding of the impact of developmental trauma on the functioning and wellbeing of children and young people.

A member of the team will complete a psychological assessment with each young person placed with Pebbles Care and when there are specific areas of need, the Psychology team will develop support packages to guide staff in meeting this need. The Psychology team supports the homes to understand more fully those they care for from a trauma-informed perspective.

Direct input to support care teams via consultations is regularly undertaken to provide support to the managers and care teams. This support enhances the care team's understanding of the needs of the child using a trauma-informed lens, leading to more effective application of therapeutic parenting skills. Advice and guidance can also be offered to carers regarding specific issues of concern, such as a diagnosis or crisis. How to best maximise the use of therapeutic activities in such cases is also addressed.

The Psychology team support Jasper House with the creation of a Therapeutic Formulation for each child, which is specific to the child's individual needs and risks.

Psychological assessment and formulation inform both the Care Plan and Risk Management Plan for each young person. This allows us to ensure that a clear evidence base underpins our care planning and risk management practice. The assessment process relies heavily upon accurate and up to date information about the child or young person. Through the application of therapeutic parenting approaches, we work closely with the care teams to enable the child to build effective emotional and social skills.

Areas of involvement include the following:

- Providing support to registered managers and care teams with assessment and formulation for children and young people.
- Support for teams through regular consultation or reflective practice sessions
- Delivering training and professional development sessions to teams
- Support to understand and implement intervention techniques to teams, such as therapeutic activities for specific skills building.
- Specialised Psychological assessments for individuals who may require this, for example, cognitive assessment or trauma assessment.
- Forensic psychological risk assessment where concerns exist regarding the high risk of harm to self or others.
- Direct therapy with the children and young people can be provided additionally. This is informed by a psychological assessment to help identify potential goals of therapy, the readiness of the child to undertake therapy and the evidence-based therapy which could be offered to meet these assessed needs.

Psychological Support

The Psychology team consists of a number of specialist and experienced practitioners who are trained in a range of therapeutic disciplines and modalities:

Head of Psychology

The Head of Psychology is a HCPC Registered Clinical Psychologist with over 30 years' experience working in health and social care. Academic qualifications include a Doctorate in Clinical Psychology, MSc Applied Psychology with Children and Young People and an MSW Social Work.

Therapists

Our qualified therapists are experienced in working with children who have experienced trauma. All registered with the relevant governing body (e.g. UKCP, BACP) and receive regular supervision from a suitably qualified senior psychologist/psychotherapist.

Forensic Psychologists in Training

Forensic Psychologists in Training have commenced their professional practice diplomas, with an expected completion date of 2025.

Assistant Psychologists

Assistant Psychologists have completed a BSc (Hons) Psychology degree. Many also have completed a Masters degree in Psychology.

Therapeutic Practitioners

Therapeutic Practitioners have a range of relevant qualifications, skills and experience which may include counselling skills or psychology degrees.

The full list of our Psychology Team members, qualifications and experiences are on a separate Appendix, that can be shared with appropriate parties on request.

Weekly supervision is provided for the Psychology Trainees and Assistant Psychologists.

Other members of the team are supervised monthly by the Head of Psychology and also receive supervision from an external provider if required, to meet the requirements of their registrations. The psychology team adhere to the British Psychological Society (BPS) Code of Ethics and Conduct, and the Health Care Professional Council (HCPC) Standards of Proficiency (SOP) which ensure that they practice within their knowledge base, and skills and experience lawfully, safely, and effectively. This encompasses the processes of assessment, formulation, intervention, and evaluation, which is dependent upon the needs of each child. Sessions are recorded in line with the HCPC Standards of Proficiency which evidences their processes and ensures professional accountability.

A 'Progress in Therapy' report can be provided to local authorities in cases where it has been requested. Notes of progress and therapeutic sessions are always recorded. Our work with children and young people is confidential as is the case with adults. Where information is to be shared, consent is always sought before any therapeutic engagement, even for psychoeducation, so the child is aware of the information we may need to share.

Health

GP appointments and any subsequent actions are recorded in the young person's file. In the event of a serious illness, the young person's social worker, those with parental responsibility and any significant others are notified at the earliest opportunity.

Parents/Guardians may be consulted on the treatment of young people in emergencies, and a medical consent form is completed as part of the admission process.

Medication is kept in a locked cabinet in the home's office. Where appropriate, young people are supported to take responsibility for regularly taking any prescribed medication; the records of which are robustly maintained.

In the event of an accident occurring involving a young person or member of the care team, an Accident form is completed and filled accordingly, and appropriate agencies are notified. Should there be any clarification needed regarding the notification process, the company's Health and Safety Officer will be consulted.

Jasper House operates a no smoking policy, for carers, residents, and visitors to the home.

We acknowledge that whilst young people may smoke, it is our aim to help them reduce or stop smoking by actively discouraging it. We do this by making them aware of the dangers, ensuring that carers act as positive role models in this regard, and by seeking support from local smoking cessation services.

Jasper House actively promotes good health and well-being.

Health promotion materials are made available on matters including diet; smoking; alcohol and substance use; sexual relationships and sexually transmitted infections; relationships; general health; hygiene; emotional health, and well-being.

The care team observe high levels of hygiene and are robust in this regard when dealing with spillage of body fluids and open wounds. Additionally, all carers receive training in health and safety; emergency first aid at work, and food preparation and hygiene as part of their mandatory training.

Jasper House can access specific psychological interventions via the company's Psychology Team.

Positive Relationships

Jasper House understand the importance of a young person's wider network of support and the need to promote engagement with it.

We actively encourage the relationships with family and welcome their participation in the life of their child or family member. We encourage their involvement in significant events including celebrations.

Continuity of relationships is important, and Jasper House aims to support these for those children and young people living with us. We encourage the development and strengthening of long-term relationships between family and friends. We seek to keep families involved regarding any changes, developments and care plan arrangements and encourage contact and visits to the home wherever possible unless specified by the social worker that this would not be in the individual's best interest.

We will ensure that, where contained within the care plan, supervised telephone calls are arranged at appropriate times. We will actively support time spent with families and will plan with them and the social worker from the outset regarding our role in supporting this.

Pebbles Care recognises the importance of promoting and role modelling positive relationships. Carers demonstrate these during their daily interactions with children and one another.

They promote healthy interaction through communication which promotes active listening, curiosity, and empathy. They use reflection, summarising and the use of open questions to engage with children and young people and are also mindful of the significance of non-verbal communication skills and their significance in creating safety and building trust.

Many children and young people have experienced unhealthy attachments resulting in an inability to form relationships easily and a tendency to damage relationships with others. Jasper House promotes a restorative approach to enable children to learn that relationships can be repaired and that endings do not need to be negative. This is one reason why we look to always celebrate placement endings wherever possible.

Safeguarding

As part of an organisational approach to safeguarding, Pebbles Care have policies and procedures which offer guidance in relation to bullying and whistleblowing.

Bullying is taken seriously at Jasper House. Carer teams receive training in how to address bullying and an educative approach provides a pro-active way for Jasper House to address issues of bullying. It is discussed within the home and clear message are communicated as part of the daily life of the home.

Mediation approaches promote empathy and is one of the main ways bullying is addressed, and always promotes the non-violent resolution of conflict. All policies and procedures are now stored via the intranet and are centrally accessible.

The company's policy on Whistleblowing is made known to all employees who sign to confirm that they have read and understand its content. We are committed to ensuring that where any matter occurs that compromises the safety of children, young people, and carers, that appropriate action is taken to ensure a prompt response to re-establish safety.

Child Protection

Child Protection training is introduced as part of induction and is further embedded during the probationary period and via enhanced training.

Safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment.
- Preventing impairment of children's health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcome.

Jasper House ensures that a child-centred approach is given to safeguarding in line with the principles of the Children Acts 1989 and 2004.

Child Protection

Carers understand the importance of listening to what each child has to say and taking their views seriously. The effective sharing of information is crucial in identifying and responding promptly to keep children safe. Jasper House works closely with: Police; Local Safeguarding Children's Board (LSCB); Local Authority Designated officer (LADO); Social Worker, and Emergency Duty Team (EDT) to raise a child protection concern. Child Protection Plans will highlight risk and the ways in which they can be ameliorated, and Jasper House's own risk assessment and risk management plans will address the measures taken to keep the child safe. These will be reviewed as risks and needs change.

Contextual child protection can include addressing a range of concerns outside of the home environment including e.g., Child Sexual Exploitation and Child Criminal Exploitation, trafficking and the influence of extremism leading to radicalisation. The care team are trained to understand signs and symptoms of harm and abuse and know how to act appropriately. They fully understand the need to tell a line manager and record accurately when they have a child protection concern.

Carers have full access to the company's Safeguarding and Child Protection policies and procedures via the intranet. In addition, Safeguarding and Child Protection are an integral part of supervision and are raised during team meetings and hand-over meetings.

Jasper House's Designated Safeguarding Leads are as follows:

- **Luke Chadwick, Area Manager and Operational Designated Safeguarding Lead**
- **Dave Hitchen, Head of Care and Strategic Lead on Safeguarding**

The company's Designated Safeguarding Leads are informed of every Child Protection concern, and a collective response involving a multi-agency approach is followed in line with 'Working Together to Safeguard Children', 2018 (HM Government).

Jasper House understands its responsibility to keep children and young people as safe as possible. Whilst doing this they are also mindful of the need to ensure that the environment feels homely and can help foster a sense of belonging for each young person.

Jasper House has door alarms on all bedrooms and external doors. These alarms alert carers when the doors are opened. They remain inactive and any decision about the activation of door alarms are always made in conjunction with the social worker and other professional agencies, based upon the management of risk. Any decision to activate these is always explored in the context of the individual child or young person's need for privacy and independence. Local authority permission would always be sought since the use of surveillance techniques would only be used in circumstances where clearly identified risk would be more safely managed by this approach.

Window restrictors

Window restrictors are fitted onto all bedroom windows where a risk deems it necessary as a means by which to keep young people safe by preventing them from leaving the premises unnoticed.

This is also implemented by agreement with the placing local authority.

Promoting Positive Behaviour & Use of Physical Intervention

Jasper House aim to provide positive daily experiences for children and young people. In doing so we aim to develop positive authentic relationships that support growth.

Carers are trained to understand that at times when a young person feels overwhelmed, they may choose to express their feelings through dysregulated behaviour or suppress them by internalising feelings and by managing the pain through e.g., substance misuse, alcohol, or self-harm.

We aim to support individuals to replace both self-harming behaviours with actions that promote self-care and healthier ways of coping and managing the complex mix of emotions they feel. However, this takes time and there are occasions when the presenting behaviours of a child or young person can pose a serious risk or threat to themselves or others. When this happens, it may be necessary, as a last resort, for a carer to intervene to ensure the safety of those present, resulting in a physical restraint or safe hold.

Jasper House care team receive training in ‘+Proactive Approaches’, an approved intervention model aimed at therapeutic interventions.

With a therapeutic approach to managing behaviours that challenge, provides an opportunity to re-assert values, to encourage negotiation, to stress the importance of compromise and to help broaden children/young people’s understanding of themselves and others. In confronting behaviour, staff will attempt to be proactive rather than reactive. With the combination of therapeutic parenting training and +Proactive physical intervention training, it enables staff with the tools with management of aggressive and threatening behaviour and focuses the use of therapeutic approaches to situations and use of de-escalation techniques as well as safe ways to physically intervene where necessary. Staff will use a range of interventions to diffuse a potentially violent and risky situation to reduce further escalation. These include strategies such as diversion, calming techniques, negotiation, problem solving techniques, consideration of alternatives and the costs of each option, attention to non-threatening body language, etc.

+Proactive aims for zero use of physical interventions and to promote the least intrusive strategy and techniques, with an emphasis of therapeutic approaches, and encourages the use of verbal and non-verbal de-escalation strategies being used, so that restraint is only used on occasions to keep staff or children safe or where there is serious damage to property.

+Proactive qualified trainers will also complete a bespoke assessment within their relevant allocated services to ensure the correct support is in place for the child/young person and organise the relevant training for the respective teams.

The +Proactive physical intervention training will be delivered by the qualified +Proactive Train the trainers as part of staff teams Induction dependant on role and will include four full days of training, which incorporated Therapeutic theory and also practical interventions, and are observed during the training with regards to their understanding and demonstration and competence of the physical interventions to pass this course. This training must be completed within two months of joining Pebblescare.

Promoting Positive Behaviour & Use of Physical Intervention

This training is to be refreshed every year for the +Proactive Trainers, to ensure they are competent at the delivery of the training, but also the staff teams will also be required to attend a yearly refresher to ensure their understanding and competence with the use of +Proactive interventions.

There is on-going training, which can be completed during Team meetings and supervision of staff, which managers can access support and guidance sheets via the +Proactive website which they will all have access to.

If ever there were concerns about a member of staff's approach, they would be prohibited from using the physical interventions within the service, until the situation had been investigated and undergone further development and training along with further observational practices to ensure the correct use of the physical interventions. Physical intervention is seen as significant and a major infringement of children/young people's rights and should not happen.

The manager along with the allocated homes +Proactive trainer will review each of these incidents to ensure that the correct actions were taken, and also to identify further needs within the service. The Manager will debrief the young people and staff if an incident occurs and aim to identify learning to avoid such incidents in future and monitor and evaluate progress over time, making changes to the Formulation plan, but also to ensure that the restraint reduction action plan is updated to reflect any change of support needs within the service, along with any further review of organisational policies if required.

We aim to intervene in this way as a very last resort and only when there is significant risk to the individual or carer. We will actively seek to avoid the use of any restraint by using other techniques to support children and young people at such times, and are clear in the following guidance we give:

- Restraint should never be used to force a young person to comply with requests made by carers, or as a form of punishment.
- Restraint should only be used when a child or young person is behaving in an unsafe and dangerous way that threatens the safety of the individual or others, and only when all other strategies to de-escalate the situation have been tried.
- Carers must never restrain in a manner that intentionally causes pain or is dangerous in any way.
- If it is necessary to implement a restraint, then it will be done for the shortest time possible.
- Should a restraint be necessary, then discussion will always take place at an appropriate time afterwards, allowing an opportunity for the young person to share their views and ask questions. It is important that where restraint is necessary there is always an opportunity for the young person to understand the reasons why it was necessary, and for relationship repair and learning to occur.

Leadership & Management

Registered Provider

Pebbles Care Ltd*(Incorporating Radical Services and Partners in Care)*

Calls Wharf, The Calls, Leeds LS2 7JU

Tel: **0330 170 0111**www.pebblescare.com*The Responsible Individual is:***Luke Chadwick****Pebbles Care Ltd***(Incorporating Radical Services and Partners in Care)***Calls Wharf, The Calls,****Leeds LS2 7JU**Tel: **0330 170 0111**Mobile: **07458 650 468**Email: luke.chadwick@pebblescare.com*The Registered Manager at Jasper House is:***Rebecca Flanagan**Email: rebecca.flanagan@pebblescare.comTel: **07481 368 465**

The home's Registered Manager holds an MA in Early years and childhood studies and a BA (Hons) in children's care learning and development. She completed Level 3 in children's and young people's workforce and Level 5 in Leadership and management. Prior to working at Jasper house, she was a team leader in residential care for 3 years at Cambian group. Rebecca has also worked in various nurseries since she was 17 years old.

All carers are also required to complete the company mandatory training and are signed on to the Training Hub and the CSCP website to complete further online learning sessions. Each team member is trained in many areas as part of their role including:

- **Safeguarding**
- **Emergency First Aid at Work**
- **CSE/ CCE**
- **Self-harm awareness**
- **De-escalation and Physical Intervention**
- **Health and hygiene**
- **Medication**
- **Infection Control**
- **Drug and Alcohol**
- **Fire Awareness**
- **GDPR**

Training

Training will be sought in specific areas where it is deemed that this would benefit our young people, such as autism awareness etc.

Care Team at Jasper House

Care Team Structure

1x **Registered Manager**
1x **Deputy Manager**
6x **Residential Child Care Workers**

The full list of our team members, qualifications and experiences are on a separate Appendix, that can be shared with appropriate parties on request.

Performance Management

Performance management is achieved through supervision and annual appraisal. This ensures a minimum of ten face to face meetings each year between the line manager and employee.

Supervision at Jasper House provides a safe space and regular contact between the manager and an employee. It is a supportive process of reflection and bi-directional communication allowing for critical reflection pertaining to practice issues; personal and professional development; role expectations, well-being, and training needs.

Supervision topics are agreed in advance between the supervisor and supervisee and supervision records are completed and agreed by the supervisee before they are safely stored.

Care Planning

The referral process in advance of the welcoming of any child or young person to Jasper House follows a 3 Stage process, outline in full in the company's Referrals and Admissions policy.

Stage 1

Following discussion and agreement with the Registered Manager and a member of the Psychology Team, Pebbles Care's Central Commissioning Team will use matching criteria to circulate details of suitable referrals to homes where matching would appear to be appropriate. Using information in line with a checklist of information, the manager in consultation with a member of the Psychology Team will decide whether a proposal in principle for the care of that child can be made. The decision is always sent to the Responsible Individual (Area Manager/Senior Area Manager) to finally endorse and sign the proposal before being returned to the Central Commissioning Team.

The Registered Manager, supported by the responsible individual, will provide matching criteria to the Pebbles Care Central Referral Team. This will be used to circulate suitable referrals where a decision can be made to send a conditional offer subject to further discussions and additional document scrutiny. Where possible, a recorded meeting will be organised to discuss if the home can meet the child's needs. A full placement offer can then be issued. The decision to offer will ultimately be made by the Registered Manager with support from the Psychology Team, Education and the Responsible Individual.

Planned placements are always a preference to allow adequate time to formulate a robust transition plan. In the event that it is not in the child's best interest and an urgent placement is required, all necessary information should be made available by the placing authority such that an impact risk assessment can be completed to ensure draft home is suitable for the child.

Stage 2

Should the referring local authority decide they wish to proceed then Registered Managers will ensure that they have any information they require and will begin liaison with external partner agencies local to the home i.e.: health; education; children's social care, and police etc., and will share any relevant information about the young person who is moving into their home. A pre-placement planning meeting will be held via Microsoft Teams including relevant external professionals, and where appropriate parent(s) or relatives and the child.

The Responsible Individual (Senior Area Manager/Area Manager) will also be present, alongside the registered Manager and a member of the Psychology team. The meeting will follow a standard agenda and will be recorded accordingly.

An Impact Risk Assessment will be completed by the Registered Manager to assess and manage any risks that may be associated with the arrival of another individual. This will be explored with a member of the Psychology Team to consider any further action e.g., and to ensure that any enhanced training needs of carers are identified.

Stage 3

A Placement Agreement will be shared by the Commissioning Team to the placing local authority. The Registered Manager will work in partnerships with the social worker, relatives and other professionals involved in the care of the child to agree a transition plan which may include familiarisation visits, providing a child with a copy of a 'Children's Guide' or the sharing of a video of the home where visits may not be possible.

The Registered Manager will, using a standardised form to demonstrate the ways in which the home can meet the needs of the child which will also be signed by The Responsible Individual (Senior Area Manager/Area Manager).