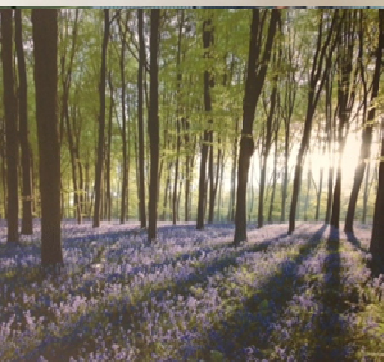


# Statement of purpose and function

*Better Together*

## Bluebells



**Children and Young People's Services**

*"My Walsall, my future"*



**Walsall Council**

# Welcome to Bluebells



Bluebells Entrance



The Patio



The Garden



Looking out from the dining room



The lounge

## The dining room





The Sensory Bath



An en-suite wet room





Play in the garden



Planting in the garden

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# **1. Introduction**

## **Welcome to Bluebells**

### **Ofsted Registration - SC464762**

As you may already know, organisations that provide residential care for children and young people are required by the Care Standards Act 2000, to produce a written guide about the service that they offer. This written guide is called a statement of purpose. It is seen by the inspectors and is also available to the children staying in the home, parents, staff and social workers, if they wish to see it.

During the admission process service users, parents and carers are provided with a copy of this document and kept updated of significant amendments annually.

This is our statement of purpose. We have divided it into several different sections to make it easy to pick on the bits that most interest you. If you have any questions about Bluebells, the service we provide or this guide, please ask. Any member of our team will be more than happy to help.

The current document is also available to view via Walsall Council's Children's Services intranet site.

We also have a Welcome Pack available for all children, which outline the homes Statement of Purpose.

Happy reading

## **2. Our purpose aims & objectives**

Bluebells provides overnight short breaks for children with diagnosed disabilities and learning disabilities.

The home aims to provide children with enjoyable and meaningful break away from their home setting and provide them with the chance to develop friendships away from the home or school environment and to have opportunity to enjoy a range of experiences that may differ from their daily routine.

In order to achieve this the home works in partnership with Children and Young People, their families and a multi-disciplinary team of professionals in the formulation of an individual care plan. The objective of this is to identify, co-ordinate and ensure the delivery of services to meet the care, communication, emotional, physical, social, educational and spiritual needs of the individual child or young person.

Our overarching objective is to ensure that the children within our care are provided with needs led and planned services which will secure their future well being, and that care is provided in an environment which is homely, safe, empowering and nurturing.

### **At Bluebells our aims and objectives are to:**

- Ensure that each child receives a planned and consistent short term break in a homely and comfortable environment, which is appropriate to and meets their individual needs.
- Provide a structured, stimulating, safe and nurturing living environment where acceptance and sensitivity to the individual needs of disabled children are a priority.
- Ensure that assessments of need are on-going and that they inform service delivery, with each child being assessed according to 'their' needs.
- Provide a service that gives due consideration to the wishes and feelings of the child and their religious persuasions, dietary needs, gender, racial origin and cultural and linguistic heritage.
- Ensure that children within our care are securely attached to carers capable of providing safe and appropriate care through ensuring that all levels of staff are appropriately skilled, trained and qualified.
- Enable children to reach their full potential and to ensure they are encouraged to develop in all areas by facilitating access to a variety of education, health, leisure, social and communication opportunities aimed to meet individual needs.

- Working in partnership with the young person, family, health, education and other relevant professionals, in the formulation and facilitation of development programmes to enable young people to achieve their maximum capacity for independence and adulthood.
- Allocating each child a key worker, who will lead an individual source of support for the child and who is responsible for monitoring and recording the young person's progress, and ensuring that the objectives as set out in the care plan are being worked towards and attend review of arrangements meetings.
- Ensuring that there is a system in place by which complaints and representations can be made and dealt with promptly.
- Ensuring that each child and young person has the opportunity to express their wishes and feelings and for these to be acknowledged with children having access to people who can represent them and their wishes and feelings.
- Encouraging a positive sense of self image through responding to children individually, treating them with dignity and respect and providing them with the range of opportunities that other children in the local community have access to.
- Working within a framework of anti-oppressive practice, actively promoting positive attitudes to disability issues, cultural diversity, gender equality and special needs of all kinds.

## 2.1. Partners

Additional support may be necessary and appropriate. We have relationships with a variety of services and partner agencies to help meet the individual needs of children. These include: -

- Local Education Support Services. The home had longstanding links with all local schools and education settings for disabled children. This includes a link to the Nursing and paediatric consultants based within the school settings
- The Children's Society's Independent Children's Rights Officer; who makes regular visits to the home and who advocates for children on an independent basis. The home can also access advocate support specifically for individual children if the need arises or they request this service
- Some of the children for whom services will be provided may be technology dependent. Where children require invasive treatment, trained nursing staff from the local Foundation Trust carries out the task. Care staff are currently trained in enthal feeding. In addition to nursing support there is also access to occupational therapy and physiotherapy services as they are required.
- The home has direct link and support with the Children with disabilities social work team.



## **2.2. Location and Facilities**

Bluebells is a single storey, purpose built home located on the residential area of Alumwell Walsall. Nextdoor to our location are the Alumwell infants, junior and senior schools.

The Bluebells building was completed during 2012/ 2013 and opened for service in October 2013

We are located approximately 1 mile from the main shopping and leisure areas of Walsall Town centre and a short distance from the M6 junction 10. Bus routes and major roads are nearby.

Bluebells is offset from the main road and is nicely secluded behind a small wooded area with open views across the garden and out over the school playing fields. Bluebells has its own off road parking facilities.

During the last year we have noted that there have been no evidential changes to the immediate environment or community. There have been no additional buildings built within the location and all facilities are as they were when we first located. The immediate area is busy during the mornings and afternoons due to the proximity to the three schools however this has no immediate impact on the Bluebells service

We have not experienced any crime that would be seen as impacting on our service and we are not aware of any in the wider community, crime statistics for Alumwell estate do not impact on the Bluebells service .

We have operated the service through all seasons and we have noted how the changing of the seasons impact upon our service, these changes are noted within risk assessments that are reflected upon throughout the year.

## **2.3 Physical Aspects**

Bluebells is situated off a residential road and is adjacent to a range of school facilities. Local leisure and shopping facilities are nearby. It has an access road off the main residential road and a driveway down to the entrance of the building. The home has its own car park area with allocated disabled spaces.

Bluebells provides short term breaks for up to six children with physical and or

learning disabilities. The accommodation is based on one level.

Prior to admission and during initial visits we encourage children to bring some of their personal items to help them settle in to the home. During their stay each child has their own bedroom and children have access to TVs, DVD players and radios for use in their own rooms. Children can be encouraged to create their own personalised bedroom door name plate that is used each time they stay. They can also bring other items to personalise their bedroom such as bedding, toys, photos and posters. There are a range of spaces within the building for the completion of homework tasks or projects. The home has internet access and WIFI access and computers can be made available to children where appropriate.

As the following floor plan illustrates there are a variety of rooms at Bluebells, and an ample amount of individual and communal space for all.

### **Internally**

The home has a reception area used to welcome children and visitors.

The communal areas for children comprises of the following areas

Kitchen

Dining Room

Lounge

Sensory room

Children's activity room

Open lounge.

4 bedrooms with en- suite toilet and shower facilities

2 bedrooms with Bathroom access

Bathroom and toilets for children and staff / visitors

Medical room and laundry

In addition there are also 2 staff office rooms and a staff sleep in room and a resource / meeting room.

### **Externally**

There is a children's garden area directly off the main living areas of the home.

The garden has a paved patio area with sun canopy and picnic table and chairs and there are herb and vegetable planters on the patio area.

An accessible path runs through the garden allowing access for children in wheel chairs.

The lawn area is surrounded by trees and shrubs and a perimeter fence provides security to the whole external area of the building.

At the rear of the building there is shed storage for garden and play equipment.

## **2.4 The facilities & services provided**

Bluebells is able to provide an overnight short break for up to 6 children at any one time.

The home provides 6 individual bedrooms and communal areas for children to access during their stays.

The home has a range of aids and adaptations and support equipment which are used to support the needs of children.

The bedrooms and bathrooms have built in ceiling tracks for hoisting and staff have access to a range of mobile hoisting equipment. Bedrooms have en suite toilet and shower facilities and there is also a communal bathroom with sensory bath and support equipment.

The home has a range of TV and DVD equipment, a computer, musical instruments, books, arts and craft materials and a range of sensory equipment both mobile and in the sensory room.

Children access the service on a planned schedule based on their agreed and allocated number of nights per month. Children are assessed and allocated to a cohort group which allows the home to best meet their individual needs.

We have adopted a practical approach to assessment and intervention, which includes using a key worker system, using observation, and working together with others in monitoring and reviewing care plans and packages. All intervention involves the team working together with children and young people, their families, significant others and relevant professionals to ensure needs are determined as appropriate to the individual, and the care plan actively promotes the safety, fulfilment and all round development of the child in every aspect. As far as is practicable and appropriate the home consider issues in relation to safety and stability, child protection, gender, communication, culture and religion, health, education, family and social factors.

### **Resource Room**

The resource room provides a large space which can be adapted for a variety of uses. This room is separate from the main home environment and can be used for pre planned, assessed and supervised activities for children using the service where appropriate.

The room contains a range of play and support resources for children accessing the service.

This room is also used for events such as meetings, training events and parents groups although no events of this nature are arranged to take place at times where children are accessing the service for short breaks.



### **3. Caring For Children**

#### **3.1 Who are the children and young people at Bluebells and how do they come to stay here?**

At Bluebells we look after up to six children and young people with physical and/or learning disabilities between 5 and up to the day of their 18<sup>th</sup> birthday. The services we provide are individualised and take into account the needs of the child in relation to their race, gender, culture, religion or sexual orientation.

Before admissions are agreed, the suitability of proposed placements are discussed in a planning meeting and then assessed during induction visits. This takes into consideration individual needs, levels of understanding, group dynamics and any risks in relation to the individual and the wider resident group. The amount of over night care offered to new children accessing the service is dependent upon the assessment process and ensuring that the needs of all the children and young people can be met.

Children are generally from the Walsall area however there can be existing contracts and frameworks which allow for placements to come from other local authorities within the west midlands.

The process of introductions for children is undertaken in an individual manner. The home acknowledges the fact that children benefit from carefully planned and often drawn out series of introductory visits. This allows the child and the family to feel fully comfortable before full overnight stays commence.

This also allows for the staff team to get to know about the child over a period of time and allows for a degree of familiarity. Only at the point where the child , family and care team are comfortable do placements fully commence.

#### **3.2 Our underlying Ethos and Philosophy**

The home's underlying philosophy and ethos is to work in partnership with children and their families in enabling disabled children to achieve their full potential emotionally, and physically.

The home recognises the importance of choice, dignity and respect for people with a physical or learning disability and the need for them to be valued members of society. The team at Bluebells therefore recognise that the needs of our children and young people are similar to those of young people everywhere, and acknowledge that children and young people should be treated in a way that is suitable for their chronological age and that they should be allowed to take reasonable risks and to speak for themselves.

### **3.3 Meeting Individual needs**

All children and young people accessing Bluebells must have an allocated social worker. This is to ensure that a pre-placement meeting and the subsequent reviews take place within statutory timescales and the child's needs are met appropriately.

Each child has a placement plan which covers the major dimensions of life, including health, education, family relationships, social and emotional development, independence, leisure and cultural needs and risk minimisation. The plan is developed in conjunction with the child, family, professionals and significant others and sets out the child's needs, how these will be met on a day to day basis and by whom.

Every child's placement plan is monitored by the child's key worker to ensure that it is being followed. The child's placement plan is also reviewed at every statutory review or more frequently if required. Any alterations to the placement plan are agreed in partnership with the child, family and relevant professionals.

After the initial planning process six monthly statutory reviews are held.

### **3.4 The key worker**

Prior to admittance each child and young person is given the opportunity to visit the home to become familiar and comfortable with their new surroundings, and their carers and peers. To complement this and help ensure that the transition to Bluebells is anxiety free, each child and young person is allocated a key worker at Bluebells, who helps to ensure that the child's move into the home goes as smoothly as possible. The key workers work in partnership with the internal team and all other professionals involved to help to prepare the child for their stays.

#### **The key workers role includes**

- Building a realistic professional relationship with the child by getting to know him or her and befriending and supporting.
- Providing a lead role to support the wider team in understanding the needs of the child.
- Acting as an advocate and ensuring that the child's wishes and feelings are acknowledged in planning and decision making
- Ensuring that the appropriate action is taken to meet the child's care, emotional, cultural, dietary, medical, physical, social, religious and

communication needs

- Ensuring all information regarding the child is recorded in the appropriate places and is kept up to date and reports are completed as required
- Attending and contributing to reviews and meetings as required
- Developing positive professional relationships with family members, associated professionals and partner agencies involved with the child
- Monitoring and progressing care plans, risk assessments and information packs including health plans.
- Ensuring that the child's health care needs are being adequately met and monitored, and that support and assistance is being sought as appropriate.

### **3.5 Ensuring dignity and respect**

At Bluebells we recognise every individual's value, their uniqueness and their potential to contribute to the service. We are committed to respond to individuals with dignity and respect by listening and taking their views and opinions into consideration in service planning and decision-making. With particular reference to the children, the staff team recognise that Bluebells is their home whilst they stay with us and the team will endeavour to ensure that due respect is given to maintaining the dignity of the children and ensuring the environment remains a homely one.

### **3.6 Promoting independence**

At Bluebells we are committed to ensuring that disabled children are given the opportunity to act and think independently, within a framework of planned and consistent care aimed at also ensuring the safety of the child.

The Bluebells team will aim to provide individualised opportunity for independence and recognises that this will be different for all children.

The home will work alongside any existing independence plans in place either at home with parents or carers or in the school setting.

We will also strive to push opportunities for children to do things for themselves.

### **3.7 Social & leisure opportunities**

As an aspect of their daily and weekly routines children and young people are encouraged to participate in activities provided both in and outside of the home. This is to help increase their knowledge, confidence and esteem and expand their personal, social and communication skills.

Bluebells care staff facilitate play activities and routines as appropriate for each individual child. The children and young people are encouraged to take part in a variety of activities including arts and craft, play, sessions, music sessions, cooking.

Activities can either be led by the staff team or children can play independently as they choose.

The home has a number of in house leisure facilities for use by the children, including computers, books, board games, toys, videos and DVDs, arts and craft materials and digital camera. The home has a large patio area and garden and a sensory playroom; all are accessible by wheelchair users.

The children are encouraged to take part in both group and individual activities. These activities not only take into consideration their likes and dislikes, age, ability, ethnicity, culture, communication preferences and religion, but are also aimed at helping to broaden children's interests and their experience of diversity. We actively promote and encourage children and young people to engage in different cultural activities within and outside of the home including experiencing ethnically diverse foods, music, art and film.

Our aim is to ensure that the children and young people feel a part of their local community and as such we also make use of other external facilities within the local area such as parks and shops. As the home is located in close proximity to the town centre there is opportunity for children and young people to spend time outside of the home with team members taking a walk or exploring the local community and facilities. Outings outside of the home are subject to appropriate risk assessment.

Alongside the staff, the children are involved in planning a variety of occasional day trips.

Birthdays and a variety of different cultural events and religious holidays are celebrated, for example Diwali, Christmas, Easter, St Patrick's Day, Chinese New Year with special activities. Outings and parties are arranged in consultation with the children and young people. All activities take into account the children's age and level of understanding and are matched appropriately.

Bluebells has access to two vehicles one of which is suitable for wheel chair access.



### **3.8 A Typical day at Bluebells**

To some extent each day at Bluebells is different by nature of there being different children present.

There is also a difference between routine for stays during school term time compared with those taking place during school holidays.

Routine is very much dependent on both the collective group and the individuals within that group

#### **A general structure to the day is:**

##### **School days:**

6.30 – 7.30 am	Woken up, personal care tasks completed supervised or unsupervised
7.00 – 7.30 am	Staff Shift change over ( night staff leave 08.45)
7.30 – 8.15 am	Breakfast and medication
8.15 – 9.00 am	collected for school
2.00 – 2.30 pm	Staff shift change over
3.00 – 4.00 pm	Children arrive at Bluebell from school, snack, free time and choice of activities – children tend to watch TV and relax during this time
5.00 – 6.00 pm	Tea time, medication, structured activities, sensory room, music, arts & crafts, games, garden play, individual time
7.00 – 8.00 pm	Supper and medication
8.00 – 8.30 pm	Personal care, medication, one to one time
8.30 – onwards	Story reading, listening to music, watching TV and off to sleep.
9.45 – 10.00 pm	Staff shift change over (night staff)

##### **Weekends**

7.30 – 8.30 am	Children wakened by staff (or some children prefer a weekend lie in)
7.00 – 7.30 am	Staff Shift change over( night staff leave 08.45)
8.30 – 9.00 am	Personal care
9.00 – 9.30 am	Breakfast and medication
9.30 – 10/00 am	free time/choice of activities
10.30 – 11.00 am	mid morning snack
11.00 – 12.00 pm	Planned/structured activities
12.00 – 1.00 pm	Lunch

1.00 – 5.00 pm	Choice of activities – planned free play
2.00 – 2.30 pm	Staff shift change over
5.00 – 6.00 pm	Tea
6.00 – onwards	Play, personal care, medication, supper, quiet time
9.45 – 10.00 pm	Staff shift change over ( to night staff)

### **3.9 Religious and cultural needs**

Each child and young person’s cultural and religious observance needs are identified during placement planning and appropriate arrangements are made to ensure that the child is able to participate appropriately in their given culture and/or religion. This may mean ensuring that a child or young person is able to attend a place of worship, that dietary needs are met appropriately, personal care needs and clothing is appropriate or that they are able to continue with any customs that are part of their religion.

The team at Bluebells respect religious and cultural diversity and work in accordance with Walsall Council’s policy on religious observance and cultural diversity, which celebrates difference. The policy outlines the differences between the major world religions and provides guidance for staff working with a diverse community.

### **3.10 Keeping in contact**

Children's stays at Bluebells are generally no longer than a maximum of three days. With this in mind and the fact that we are providing a short break where the child comes from their family or carers and returns to their carers after contact is naturally maintained.

Children are able to telephone parents carers and friends upon request and subject to appropriate contact arrangements. In turn parents are actively encouraged to telephone and enquire how their children are during their stays. Good communication with parents and carers is essential to our Service.

Whilst we do not have a policy which restricts visits from parents and carers we do have to be mindful that we are providing care for groups of children as well as individual children.

Our experience tells us that visits from others can confuse or unsettle children and with this in mind we ask any visits to be pre agreed, appropriately planned and kept to a minimum in terms of frequency and length.

### **3.11 Children's rights, consultation, participation & complaints**

The team at Bluebells work in ways which are consistent with and supportive of Walsall Council's policy concerning Equal Opportunities and Anti-discriminatory Practice, the Children Act 1989, The United Nations Convention on the Rights of the Child 1991, the Disability Discrimination Act 1995, the Care Standards Act 2000, Every Child Matters and the Children Act 2004.

As both provider of services to others and an employer, the staff team and management of Bluebells do not discriminate against users of the service, team members or potential staff on the basis of race, gender, religion, sexual orientation, marital status, age or disability. The team are aware of the ways in which certain groups within society can be disadvantaged and as such actively embrace and welcome diversity, taking positive action to diminish discrimination.

In accordance with the Children Act 1989, at Bluebells, children with disabilities are seen as children first and with their disability being secondary. Our aim is to ensure that the children are able to access opportunities as would other children within the local community and their life chances are maximised within areas such as education, health, social opportunities and leisure and recreation. This is done both through enabling accesses to facilities and services and through advocating on behalf of individual children where their needs are not being met adequately.

In committing to providing a service that is anti-discriminatory we have developed clear values to which our whole team is committed. These include:

#### **How to make a complaint**

The staff team at Bluebells recognise and support the need for and importance of ensuring that children and their families are able to make representation about any aspect of the service being provided.

The home has both internal and external arrangements for dealing with complaints.

On in-house level children, their families or advocates are able to voice concerns or issues to the child's key worker, any member of the staff team or the homes managers. In the event that a complaint is made in this manner it is the aim of the home to respond to the individual as quickly and efficiently as possible in an effort to resolve their concerns. Through effective shift planning we aim to be able to meet individual and group needs which in turn minimises the need for complaints.

At Bluebells we endorse the view that, whenever possible, complaints should be dealt with informally. However, the team also acknowledge that where an

informal resolution is not possible, the complaints process must allow for an examination by someone who is not directly involved in the care of the child. For this reason the home is attached to an external complaints officer and upon admittance to the home the child and their family are furnished with information regarding how to make a complaint. In the event that a complaint is made in this way the target is for all complaints to be responded to within 5 working days. The bluebells team also recognise that all children are different and in turn the ways in which they tell us they are unhappy about things can be different also. By knowing the children well the staff within the home are able to advocate on behalf of children where there is a need to make others aware that the child is unhappy about something, this can include situations where the staff record and advocate complaints or compliments on behalf of children.

The home receives independent monthly visits by a regulation 44 visitor who vets the necessary arrangements for children. During these visits regulation 44 visitors will take particular effort to communicate with and observe children at the home. Children are encouraged to express their feelings about the type and quality of the services they receive. (What they like and dislike). Significant attention is given to considered outcomes for children in relation to the services and support provided by the team. The regulation 44 visitor will then forward a written report, to which the manager responds by means of an action plan.

### **3.12 Children's rights and equality**

At Bluebells we work within a children's rights framework and as such recognise the children have a right to:

- Be listened to and encouraged to say what they think and feel
- Be treated in a fair way and for things to be clear and consistent
- Be in a safe and well maintained environment where their individual needs are well cared for
- To have clear choices
- Receive care which is planned, monitored and reviewed
- Say or show if they feel unhappy about something
- An independent source of support and advocacy
- Be allowed to follow their culture or religion
- Be children

The team also expects that parents will:

- Work with us to help the child reach their goals
- Give ongoing support and encouragement to the child
- Attend meetings to help plan and review the service being provided

Externally, the independent children's rights officer from the Children's Society supports the home in its aim to promote equality and be anti-oppressive by providing an objective source of opinion on the care provided.

## **Consultation and participation**

The children at Bluebells are consistently encouraged to express their views, feelings and thoughts about the home and contribute to decision-making regarding the operation of the home and their own lives. It is recognised that due to their disability some children may not be able to communicate orally or in writing and therefore Bluebells staff have access to communication aids which enables children and young people to communicate with symbols, pictures sounds and objects. Additionally, training is available for team members in communicating with children with complex needs and communication difficulties. This can include the use of Makaton and the Picture Exchange Communication System and objects of reference.

A key worker is allocated to every child and young person prior to admission and provides the opportunity for the child to access individual support, and is a nominated person for parent(s)/carer(s) to make contact with on a regular basis. The child's key worker works with the child in ascertaining their wishes and feelings and advocating on their behalf as is appropriate. This is complemented by regular contact with parents. All children and their parents are provided with a Welcome Pack that describes the function of Bluebells and information about the care that they will be receiving.

An independent children's rights officer also supports the home via regular visits to provide independent and objective advocacy on the needs and the rights of the child. In addition allocated social workers routinely visit children at the home in order to monitor and assess placement suitability and to see the children in a different environment from home and school.

### **3.13 Preventative Measures**

Due to the vulnerable nature of children who live at the home we have a range of safety and security measures which help ensure that the risks of children going missing, either accidentally or intentionally is very minimal.

- Access into the building is via a front entrance which is kept locked to outside callers.
- The side gates to the grounds are locked at all times.
- Internal exits have magnetic door locks with override switches or thumb turn locks.
- There is an internal to external telephone intercom and camera to check the identity of visitors calling at the home.
- Non recordable CCTV cameras visually show all exits to the building.
- A security check of the premises takes place several times throughout the day with specific emphasis on a check prior to children arriving and at the night time handover period.
- With the exception of the front exit all exit doors lead into an enclosed and locked garden area.
- At night time the home has external lighting all around the building.
- The perimeter of the grounds has secured fencing / gates.
- The identity of visitors is always checked and access to areas where children are is by appointment only.
- Contractors for maintenance work are scheduled for periods where children are not present or if Emergency repairs are needed, contractors are supervised by staff.
- Staff to child ratios are assessed to needs
- Children are supported to understand how to keep themselves safe.



### **3.14 Protection from Fire**

The home is fitted with a fully addressable fire alarm system that is wired to the smoke alarms and fire doors and a sprinkler system. The system is linked and the fire brigade are called automatically upon activation of the alarm. In accordance with fire regulations every room has a smoke alarm. There are sufficient call points and an appropriate range and number of fire extinguishers as deemed appropriate by the fire officer. Fire exits are clearly marked and the home's fire procedure sets out the action to be taken in the event of a fire and the evacuation procedure.

In accordance with fire regulations there are also clear procedures and systems in place to ensure that fire alarm tests, evacuations, equipment and system inspections and services are completed as required.

The home has a clear workplace and fire risk assessment, which is reviewed annually by the homes manager and two yearly by the local Authority fire officer. Each shift has a nominated fire warden and all staff receive fire awareness training. In the event of any queries in respect of fire safety our nominated team are the Safety, Health and Wellbeing service in Walsall Council's Civic Centre.

Children have a fire induction as part of their introductory visits and all children are involved in regular evacuation drills and practices. The home acknowledges the fact that the majority of the children accessing the service will need staff support, assistance or supervision in the event that there is a need to evacuate part or all of the building, therefore the homes plans support a phased and gradual evacuation process at all times.

### **3.15 Missing persons**

At Bluebells we have an established procedure for responding to an unauthorised absence of a child or young person from the home, which has been agreed as a joint working protocol with the West Midlands Police Force. All unauthorised absences are dealt with in accordance with the missing person's procedure. Given the vulnerability of the children staying with us, any unauthorised absence would be risk assessed and reported immediately to the police. The arrangement with the local police is that any missing person from Bluebells would be treated as high risk with an immediate and investigatory response from the police.

All staff are aware of the homes statement of local arrangements for dealing with children who go missing from care and the homes manager reviews these arrangements annually or sooner if required. The statement of local arrangements includes, preventative measures, risk assessment and procedures to follow in the event of a child going missing.

### **3.16 Risk Assessment**

Whilst it is recognised that it is unlikely that a child could accidentally go missing from the home, we do acknowledge that it is not impossible to leave the building without authorisation.

For example: by pressing the emergency door release / green boxes. This feature is for fire exit procedures only, however some children may have the ability to work this out either due to an inquisitive nature or by intentionally making a decision to attempt to leave. With this in mind all children have a risk assessment which identifies a likelihood or potential of them going missing either accidentally or intentionally. This risk assessment will take into account the child's physical capability, level of understanding and any knowledge of previous history of absconding or going missing. Many of our children can also be inquisitive and be drawn to finding out how things work. This may increase the likelihood of them going missing however it would not change the risk category from HIGH RISK.

All children's files contain basic and essential information records and staff are quickly able to access relevant information required in the event that they needed to contact the police to report a child missing.

Staff are aware that a child who has left the building or absconded but is still in immediate line of sight are not missing. There may however be a need for immediate support and this may practically be the police who are called. Staff are aware that in these types of situations, chasing or following children can increase risks to children.

Procedure to be followed:

- Staff will establish that the child has gone missing by searching the internal building and external grounds. Searches will not exceed 5 minutes.
- Staff will then immediately contact the Police to inform that a vulnerable child is missing. They will ensure that they identify the child as “**HIGH RISK**” giving clear information outlining the child’s diagnosis.
- Staff will contact the child’s parents or carers to inform them of the situation.
- Staff will inform a manager / on call manager / Emergency duty team social worker, who will support and coordinate follow on actions.
- The manager will ensure that episodes of missing children are reported to other professionals as required, in line with the protocol for children missing from home or care procedure. This will include the group manager for children’s residential services, the child’s social worker and the safeguarding lead at the Review and Child Protection team. The home manager will ensure that appropriate follow up actions are completed as necessary upon return of the child.

The procedure for children who go missing whilst out on activities away from the home will be the same, however the staff will need to consider the need to contact the police immediately if a short search of the location is not feasible or would increase risk. Staff would contact the Police constabulary for the location of the activity if outside of the West Midlands.

All staff have been briefed on and can gain access to the protocol for children missing from home or care procedure.

Where a child has been deemed as ‘at harm’ there will be the instigation of a review for the child by the Local authority.

### **3.17 Safeguarding and Bullying**

The children staying at Bluebells have a right to feel safe. To help keep children safe we have clear policies in respect of child protection and countering bullying. These appropriately cover matters of safe practice, including reporting and recording child protection concerns and mechanisms for ensuring and monitoring that the environment is free from bullying.

Prior to admittance to the home a risk assessment is undertaken in respect of the child, which considers and identifies any real or potential Safeguarding or bullying concerns and sets out strategies to assist in minimising risks. Risk assessments and management action plans are reviewed regularly, after specific events and through the review process to ensure maximum safety.

All staff at the home are familiar with the local Safeguarding Board Procedures and would be prompt in raising safeguarding concerns and reporting to the appropriate parties i.e. Social Workers, parents and Ofsted. The team are also familiar with and can refer to the Children's Services procedures. Safeguarding training is included in the induction of all new staff and refresher training is periodically undertaken. All staff have electronic access the local authority safeguarding board website and staff in the home know who the Local authority Designated Officer is (LADO) the homes manager is the designated link between the service and the LADO

The team at Bluebells acknowledge the negative impact that bullying can have on the victim and within a group and actively discourage it through remaining vigilant at all times and taking immediate action if a situation arises within the home. Bullying behaviour is not tolerated at Bluebells and in the event that a situation arises the staff will work positively with both the victim and the perpetrator towards a good outcome for both Parties.

When bullying behaviour occurs the staff will respond to it immediately with attention to both the perpetrator and the victim. Bullying incidents are recorded specifically, reported to managers and follow on actions taken as necessary. The team also recognise that bullying takes place in a variety of settings such as school, clubs and in the community. As such, we make it a priority to advocate on behalf of and support children who are or may become the victims of bullying. We acknowledge that the children for whom we care may be more vulnerable and may more easily become the victims of bullying behaviours and name calling due to them having disabilities. In partnership with the children, parents and partner agencies the team endeavour to engage positively with the community and promote positive images of disabilities. Staff also provide support for the child or young person by acting as an advocate and befriending and supporting.

### **3.18 How are referrals for placements made?**

All referrals for placements being made by Walsall Council social workers are made to the Registered Manager of the home via the short term breaks complex needs panel (which convenes on a monthly basis) or the single referral point procedure. The child's social worker must provide a synopsis of the child, and where appropriate an initial / core assessment, a risk assessment and all relevant health and educational assessments, to ensure we are as informed as possible.

If it is determined by the Panel (including Registered Manager) and the child's Social Worker that a placement at Bluebell House is potentially appropriate, a planning meeting is arranged at which a management representative from the home, the child's Social Worker, parents/carer and the Young Person are present. This planning meeting will determine if the proposed placement is suitable and any action that is required to secure the placement for the child. The exception to this is where there may be referrals by other local authorities, in which case the referrals are made directly the manager of the service and the panel process is by-passed. All other aspects apply with these referrals.

In the event that a vacancy is not currently available but may be in the short term, the child, their parents and the Social Worker are invited to visit Bluebells and their name placed on the waiting list.

Parents and children who may be interested in using the service can, in conjunction with the social worker, visit the home prior to an application to panel for an ongoing service. This can help give a greater understanding of the service and allow children and families the opportunity to make full and considered decisions about using the service.

### **3.19 Are there ever unplanned placements at Bluebells?**

At Bluebells we do have the facilities to take one unplanned admission should a critical / safeguarding issue arise (i.e. where there are child protection concerns). The child being referred must meet the criteria of having a fully diagnosed physical and or learning disability. Ability to provide unplanned placements will be subject to bed vacancy availability and appropriate risk assessment in relation to both the individual child and those whom are already present. In such circumstances every effort is made to allow the Young Person to visit the home before they actually move in however in some circumstances this may not be possible. Every Young Person is appointed a Key worker who will support them in settling into the home and routines. A care manager will also be nominated as to oversee the placement and key worker support.

In all circumstances careful consideration is given to the risk assessment process, which takes account of both individual and group needs. In order for the

needs of the Young Person to be met appropriately, as with a planned admission, the Placement plan must be completed in full by the placing social worker, including authorisation for medical treatment. Under no circumstances can a Young Person be admitted without this documentation being completed in full.

In unplanned situations the managers of the home will work closely with other professional agencies on a daily basis to assess the suitability of the placement and to support the process of identifying immediate and future plans for the Child's return to carers or next placement. The home will only accommodate one unplanned placement at a time and consecutive overnight stays will not exceed 28 days.

In some cases there may be a need to rearrange the pre booked stays for children in order to accommodate an emergency placement of an urgent safeguarding nature. Where this occurs, managers in the home will make every effort to ensure that the situation is managed sensitively and fairly and not to the detriment of children and families already accessing the service.

The home will also provide unplanned stays for children already registered with the service where agreed with supporting Social Workers.

## **4. Children's Behaviour**

### **4.1 Behaviour management, sanctions and rewards**

Bluebells has a clear policy regarding behaviour management, acceptable measures of control and the use of physical intervention within the home. All staff are annually trained in the use of positive handling techniques (Team-Teach).

This training focuses on the significance of de-escalation techniques at times of conflict or challenging behaviour. This training and related policy guidance focuses on children's safety and maintaining the importance of trusting relationships between children and the adults caring for them.

As a staff team, we recognise that attempts to de-escalate a challenging situation are not always successful. On occasions where staff have real and reasonable concern that the child is in danger of causing serious injury to themselves, others or significant damage to property there may be a need to use physical intervention as a last resort. Following incidents where physical intervention has been required children and staff are provided with the support of a de-briefing session. Bluebells has access to a dedicated Team Teach advisor for advice and support if it is required. The overall philosophy is that physical restraint will only be used as a last resort.

At Bluebells it is recognised that consistency and an understanding of the child, their situation and needs is central to effective communication about acceptable and un-acceptable behaviour (particularly in consideration to the child's disability and or learning difficulty). In the normal day to day running of the home the children are encouraged to behave appropriately by way of frequent and consistent expressions of approval from the team and by use of positive reinforcements and rewards rather than the extensive use of sanctions.

Given the physical and learning needs of many of our children the main behaviour management approach is to give children time out with a team member to explore the difficulties that they may be experiencing.

For some of the children and young people difficulties arise through the frustration of not being able to communicate effectively. Any sanctions given are with appropriate regard to the child's level of understanding and emotional development, and where a sanction is used we ensure that it is relevant to the behaviour and that it's fair and achievable. From time to time we do implement sanctions but find that the use of rewards is a more positive method of encouraging acceptable behaviour.

All rewards, additional measures of control and incidents of positive handling are

recorded and then overseen by a manager at the home. Where possible, parents are informed of any such occurrences and children are provided with the appropriate de-brief and support by the team.

## **5. Contacts**

### **5.1. Registered Manager**

The Registered Manager is Glen Jones who has been in position since Bluebells opened in 2013. Prior to this Glen was the manager of Eldon house short break service for 7 years and overall has over 21 years prior experience within a variety of children's Social Care settings.

Glen has completed an extensive training and development programme including, Registered Manager Award, VI and most recently has completed the NVQ 5 in Leadership & Management of Children's Homes.

### **5.2. Responsible Individual**

#### **Responsible Individual**

The Responsible Person is Angela Edwards, Group Manager-Strategic Lead for Provider Services.

Professional qualifications

- Diploma in Social Work
- City and Guilds Advanced Management for Care
- City and Guilds Diploma in Welfare Studies

Angela has a wealth of experience and transferable skills accumulated across a variety of challenging roles, this includes over 25 years experience of working with Children's, 20 years of which have been in varying management roles in a number of various settings.

### **5.3. Registered Authority**

The Registered Authority is Walsall Council, Civic Centre, Darwall Street, Walsall, WS1 1TP.

### **5.4. LADO (Local Authority Designated Officer)**

The Local Authority Designated Officer is Alan Hassall he investigates complaints and allegations in relation to staffing on safeguarding matters.



## **6.Education**

### **6.1 Education & achievement**

At Bluebells we recognise the importance of education to the future personal and economic wellbeing of all children and young people. For this reason we feel that it is of great importance that we understand the role of education within individual children's lives.

Although as a short breaks service we are not responsible for the child's educational programme we do feel we have a role to play in supporting it. Children come to us from school and leave us to go to school therefore it is vital that we have a good relationship with the child's school and understand how things are in school for children.

The home has good relationships with the schools attended by the children and staff within the home periodically speak to children's class tutors and on occasions we find it useful to visit children in school and speak to the staff who look after them in this setting. This can be particularly helpful at the point of transition to the home or where there are particular concerns or the need to share and understand strategies for support.

Getting children up and ready for school is part of the start of the school day , with this in mind we feel that our role in preparing children to attend school is significant. Wherever possible staff attend children's school reviews and contribute as required to Education health and care plans

The home has a clear education policy, which details how the education of each child will be supported and promoted by the team at Bluebells with workers specifically assisting in the following:

- Encouraging school attendance
- Keeping in contact with the child's school and class teachers
- Ensuring that homework can be completed when set
- Being aware of and supporting children who are taking tests and examinations
- Attending school events when invited

It is also recognised that education is provided in a variety of non-school settings and activities, and as such the team give support to the children and young people with day to day tasks, play and out of school interests and activities, which promote learning. The team use positive reinforcement and rewards to help celebrate achievements that the children and young people make in day to day and non-school activities and promote learning and skills building.

## **6.2 To promote development and fulfilment**

We encourage children to reach their full potential by working in ways that aim to help children achieve their best and improve their abilities in everyday life. We believe that children should be encouraged to make the most of opportunities for education, leisure and for the promotion of their health and we endeavour to facilitate both internal and external opportunities for children to develop.

## **7. Health**

At Bluebells we understand how important good quality physical and emotional health care is to ensuring the best possible future for all children . As such at Bluebells we endeavour to ensure that:

- The physical, emotional and health needs of each child are identified and appropriate action is taken to secure health services needed to meet them.
- A record is kept of medication received, administered and returned and that safe storage is provided, in addition that double signatures are obtained. Staff have training to complete these tasks.
- Children and young people are provided with guidance, advice and support on health and personal care issues appropriate to their needs and wishes as required or identified.
- We comply with 'Operational procedures for the control of infection'.
- We actively discourage young people from smoking, taking alcohol or illegal substances. The home has a no smoking policy.
- We keep a record of all significant illnesses of, accidents by or injuries to children or young people during their stay at Bluebells. We also ensure that medical attention is sought as required.
- We deal with issues of personal care and hygiene sensitively.
- The health needs of children and young people from minority ethnic and cultural groups are understood by staff and specialist advice is sought when necessary.
- We work in partnership with schools and relevant others to ensure medical examinations and written health assessments are fed back for any action needed.
- That children and young people have a varied and balanced diet, which takes into account individual likes and dislikes and medical matters.

Some of our children and young people may be technology dependent on their care and health needs. Where required staff are provided with appropriate

training and support to ensure that they are confidently and competently trained to undertake these aspects of care. Competencies in this area are routinely reviewed and refreshed.

Some of the children who stay at Bluebells may need medication and therefore Bluebells has adopted a clear policy in respect of the administration of medication, which enables prescribed medication to be administered as specified by the physician to the individual young people. All team members have access to training in the administration of medication, with the procedure requiring two staff to be involved in the issuing of all medicines. All medication is labelled, named, dated and identifies the correct dosage to be given to the child and when it should be administered.

All medication is administered in accordance with the instruction provided by the Prescribing practitioner, the dispensing pharmacist and the instructions provided by the manufacturer of the medication. Any deviation from such methods can only be undertaken with written instruction from the prescriber that it is safe to administer in an alternative method.

All medication is held in a secure manner and a recording system is in place to identify medication held on the premises, the administration of medication and its disposal.

At Bluebells, we do not use any specific therapeutic techniques; however arrangements can be made for a representative from the local authority CAMHS team to visit the home and provide consultation and guidance to the staff team in relation to the emotional care and support of individual children. This would be in consultation with the child's placing social worker and parents / carers and would be identified in the child's care plan. In addition staff have access and links with behavioural and specialist support staff who work in the range of special schools in the area.

Children and young people can access the homes sensory room, which is an environment that can help to provide either a calming or stimulating atmosphere.

## **8. Staffing**

### **8.1. Our Staff Team**

The staffing complement at Bluebells consists of four main types of staff:

- Care Managers
- Residential Child Care Workers
- Waking Night Officers
- Housekeeper

All work together to ensure that the children receive a good standard of care. There are no staff commissioned to provide Education or Healthcare.

All permanent staff are selected in accordance with Walsall Council's recruitment and selection procedure, which ensures successful candidates have the pre-requisite qualifications and experience necessary to undertake the post applied for. All successful applications are subject to receipt of satisfactory references, medical clearance and a DBS check.

Many of the staff team at Bluebells are female and whilst this is not a concern we do advocate that the male staff are evenly distributed across the staffing rota so children are able to experience both male and female care.

Any staffing vacancies are covered by the use of Walsall Council's own staff, sessional staff or by the occasional use of agency staff. Agency staff are recruited by means of Walsall Council's arrangement with Starting Point, which in conjunction with the management team of the home; ensure all temporary workers have the required experience and knowledge and that they are subject to satisfactory DBS clearance.

## **8.2. How Are The Team Supported To Do Their Job?**

Upon commencement of employment staff new to working within a local authority are subject to Walsall Council's six month probationary period and as such begin an induction. All new employees participate in this induction which includes a variety of elements including a general introduction to Walsall Council and the Children Services, an introduction to Children's Residential Services, partner services and other significant agencies, as well as an introduction to the purpose and function of Bluebells, policy and procedure, safeguarding, health and safety, and role and task.

All new staff are supervised, in accordance with the Quality Care Standards for Children's Homes, with regular supervision taking place and reviewing progress in accordance with probationary guidance. Each of these sessions is recorded, signed by both parties and placed on the employee's personal file for reference.

To complement the induction and probation processes within the first 6 weeks, all new employees complete our learning log which incorporates Induction Standards. The induction modules must be commenced within 7 days and completed within 6 months.

In accordance with the Quality Care Standards, all staff that have completed their induction and foundation training who do not already hold a level 3 Diploma in Caring for Children(or equivalent) can then be enrolled on a level 3 Children and Young People's Workforce diploma.

All staff receive regular supervision. Supervision is an essential element in supporting, managing and developing the staff team and as such it is a statutory and departmental requirement that all staff both receive and participate in the supervision process. The Group Manager for Children's Residential Services supervises the Registered Manager and the Registered Manager supervises the Care Managers. The management team then ensure supervision of the remainder of the staff team through allocation of a nominated supervisor. Each team member devises a supervision agreement with his or her supervisor and both parties have a responsibility to ensure that supervision is constructive and relevant to the aims and objectives of the home. Staff supervision is recorded and generally embraces four broad areas: -

- **Quality Management:** an opportunity for the team member and supervisor to discuss and record quality of work and workload, including discussion regarding individual children, care planning, service delivery and teamwork. A core aspect of supervision is the exploration of the team member's relationship with the children and the key-working role to ensure day-to-day tasks are being completed appropriately and efficiently and care planning meets the identified needs of the child.

- Support: an opportunity for the team member to air concerns and anxieties and be provided with guidance, reassurance, encouragement and advice to empower them to do their work efficiently and effectively within the team and with children.
- Development: an opportunity for training and learning needs to be discussed and learning plans to be agreed. Training may take place in supervision, within the workplace, during team days or away days or via the provision of external training.
- Representation: an opportunity for the team member to make suggestions or share ideas regarding service improvement.

On an annual basis all team members participate in an Appraisal within which a learning plan is agreed and achievable targets are set. This is reviewed half yearly to ensure learning goals are being met. The Appraisal process promotes the acquisition of skills and knowledge through a variety of methods including on the job learning, having or being a mentor, the completion of exercises and assignments, the delegation and completion of specific tasks and responsibilities to progress skills, knowledge and competence or via attending internal or external training.

In addition to this, staff development is also promoted through participation in and contribution to a variety of other processes including:

- Team meetings
- Team days
- Interagency meetings
- Joint training
- Working in partnership and networking with other services and supporting agencies

The overall purpose of supervision and the process of Appraisal is to promote and monitor safe and effective practice in accordance with Walsall's Performance Management Framework, the Children Act 1989 and the Care Standards Act 2000.

In accordance with the Quality Care Standard and Walsall Council's policy and procedure, records are kept in respect of all staff employed at the home. The following information is kept confidentially at the home:

- Personal information, such as contact details and next of kin
- Job description and job specification
- Record that a DBS check has been undertaken and is deemed as appropriate
- Record of qualifications and training
- Supervision notes, Appraisal and learning plan

- Records of attendance at work
- Records of employment issues
- References

### **8.3The Rota and Staffing Policy**

As the home provides overnight short breaks the home operates a rota system that is created and monitored by the Care Managers and is overseen by the Registered Manager. The rolling rota system means that a senior member of the team is on duty on most shifts and team members differing skills and abilities adequately reflect the needs of the children living at the home. This is further complimented by the use of a flexible system of rostering which ensures staff are available at peak times for the home.

The number of children attending the service along with their care needs and support requirements will dictate the number of staff on duty at any one time.

Staffing levels are risk assessed on a day to day basis taking into account the needs of the children.

During the night time the home will provide either two night staff who are wake throughout the night , or one staff sleeping in and one night staff awake. This will depend on the needs of the children attending and the known likelihood of them needing significant support throughout the night.

Unforeseen staff shortages are covered in a variety of ways including split shifts and flexible rostering, by using permanent and sessional staff and in rare circumstances the use of agency staff. Additionally, out of hours the staff at the home have access to the on-call officer and the emergency response team if advice, support, guidance or direction is required.

Given the need for consistent practice, information sharing and planning three handovers per day are scheduled into the rota, and team meetings take place monthly. Rota planning and monitoring also includes health and safety matters, the routines of the children, risk assessments, meetings and statutory reviews and child in need meetings, annual leave and staff training needs.

Other considerations include ensuring team members have adequate rests and breaks from the working environment.

The staffing team at Bluebells reflect a gender mix and reflect the diversity of the community of Walsall.



## **8.4. Who Looks after the Children**

### **Registered Manager**

#### **Glen Jones**

Full time – started February 2006

Qualifications: RMA lev 4 – Lev 5 diploma.

Experience – worked in and managed a variety of Residential children's settings for over 21 years. 13 years of which has been in role of registered children's home manager .

### **Care Manager**

#### **Keith Graham**

Full time – started July 2007

Qualifications: NVQ lev 3

Experience :8 years experience in various residential settings. Management responsibility in the last two years.

### **Care Manager**

#### **Julie Smart**

Full time - started November 2003

Qualifications: NVQ lev 3

Experience : 13 years experience in various residential settings including short breaks.  
Management responsibility for the last three years

### **Residential Child Care Worker**

#### **Kristian Bull**

Full time – Started December 2004

Qualifications:NVQ lev 3

Experience :12 years experience in children's services with disabled children and previous children's voluntary work

### **Residential Child Care Worker**

#### **Christine Framingheddu**

Part Time – started February 1983

Qualifications:NVQ lev 3

Experience : Various residential children's setting and over 30 years short breaks service experience.

### **Residential Child Care Worker**

#### **Tina Marshall**

Full time – started April 2010

Qualifications:NVQ lev 3

Experience : Previous leisure industry roles including management. 6 years short break service

**Residential Child Care Worker**

Full Time – Vacant Post

**Residential Child Care Worker**

**Surinder Kaur**

Part Time – started July 2001

Qualifications: NVQ lev 3

Experience : 15 years experience various children's residential settings

**Residential Child Care Worker**

**James Rochelle**

Part Time – Started January 2007

Qualifications: NVQ lev 3

Team Teach trainer including advanced techniques.

Experience : 7 years experience of various residential and short breaks setting. Previous children's services sessional worker.

**Residential Child Care Worker**

**Sally Cooper**

Part Time – February 1990

Qualifications: NVQ lev 3

Experience : Over 26 years experience within the local authority, initially with adults services and then children's services various settings.

**Residential Child Care Worker**

**Helen Miles**

Full Time – started November 2012

Qualifications: NVQ lev 3

Experience : Previously a child minder and worked as sessional worker for children's services.  
5 years experience of short breaks service

**Residential Child Care Worker**

**Debbie Cowburn**

Part Time – started April 1989

Qualifications: NVQ 3 – BSL level 1

Experience : 17 years in children's setting

**Waking Night Officer**

**Michelle Hodgetts**

Part Time – started November 2012

Qualifications: NVQ lev 3

Experience :12 years experience working in childrens residential services

Commenced Bluebells service in June 2017

**Waking Night Officer**

**Joyce Nheta**

Part Time – started January 2008

Qualifications:

Experience : 7 years experience in various residential settings mostly night work

**Waking Night Officer**

**Gurdip Kaur**

Part Time – started May 1990

Qualifications:NVQ lev 3

Experience : 26 years short breaks service nights

**Waking Night Officer**

**Marisha Scott**

Part Time – started February 2000

Qualifications: NVQ lev 3

Experience :16 years children's experience in residential setting both as residential day and night staff

**Housekeeper**

**Jennifer Vinall**

Full Time – started June 2017

Qualifications: Food hygiene cert

**Current vacant posts:**

1x Full time Residential child care worker

## **9. How to get to Bluebells**

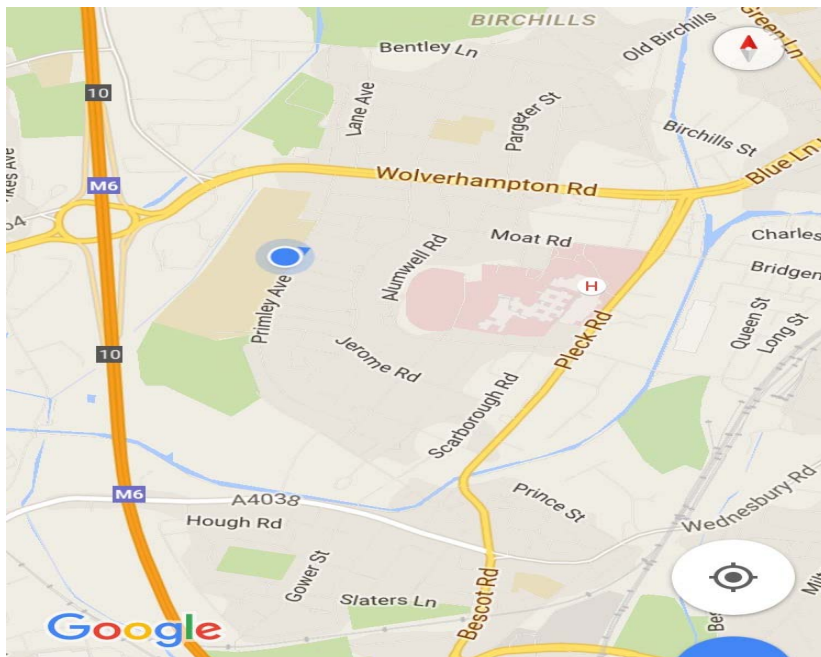
Bluebells  
32B Primley Avenue  
Walsall  
WS29UP

Heading from Walsall town centre follow the A454 Wolverhampton road towards the M6 junction 10.

After the petrol station on the dual carriage way turn immediately left into Primley Avenue.

Travel one quarter of a mile and Bluebells is on the Right.

- We are in between Alumwell Junior School and E-Act Academy. Next door to the innovation centre on the same side of the road.
- Our car park entrance is opposite and across from the Junction of Norwich Road and Primley avenue
- Our car park entrance is directly opposite Houses 39 / 41 Primley Avenue
- We are a single storey building placed behind a row of trees. (difficult to see from the main road )
- Our entrance leads into a small car park



## **10. Useful contacts**

### **Ofsted**

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

Tel: 0300 123 1231  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

### **Angela Edwards** - Registered Provider / Individual

Group Manager-Strategic Lead for Provider Services  
Walsall Council  
Family Placement Service  
106 Essington Road  
New Invention  
Willenhall  
WV12 5EX  
0300 555 2834  
Direct line contacts; 01922 655526 / 01922 654551

### **Glen Jones** – Registered Manager

Bluebells 32b Primley Avenue  
Walsall  
WS29UP

TEL :01922 653099

### **Contracts / Commissioning & Contact Teams**

Stroud Avenue Family Centre  
Stroud Avenue  
Willenhall  
WV12 4EG

Tel: 01922 652860

### **NSPCC**

Tel: 0800 800 500

[www.nspcc.org.uk](http://www.nspcc.org.uk)

### **Voice of the Child in Care**

Tel: 0808 8005792

[www.voiceyp.org](http://www.voiceyp.org)

**Customer Care Service** (Complaints & Representation) Tel : 0800 0856018

### **Transition & Leaving Care Service & Looked After Children Service**

8<sup>th</sup> Floor  
Townend House  
Townend Square  
Walsall  
WS1 1NS

Tel: 01922 650555

### **Children with Disabilities Social Work Team**

Education Development Centre  
Rushall  
Walsall  
Ws4 1NG

Tel: 01922 654634

### **Education Support Team (Virtual School)**

Education Development Centre  
Rushall  
Walsall  
Ws4 1NG

Tel: 01922 686200

### **Action for Children**

Tel: 0300 123 2112

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

### **The Children's Society**

Black Country Children's Advocacy

Tel: 0800 6523839

### **Walkways**

Tel: 01902 675393

E-mail: [info@walkways.org.uk](mailto:info@walkways.org.uk)

