

## Welcome to Cove Care, Avenue House

###### This may be your first time living away from home or in a residential home. We understand moving home and living away from your family is a very difficult time. We want you to feel safe, cared for and listened to by all the adults

**around you.**

**We have worked with a lot of young people over many years and want you to understand that they were where you are right now. Anxious, perhaps scared, unable to see much of a future. Please be reassured, many are now doing bril-**

**liantly, back home, in college or work … they keep in touch with us and tell us so.**

**This guide will help you to settle in and answer some of the questions you may have.**



**Useful Contacts**

Your Key Worker: Your Co Worker:

**Your Placement Manager: Your Local Authority:**

**Contact:**

**Your Social Worker: Contact:**

**Your Independent Reviewing Officer: Contact:**

**Independent Advocate (Coram Voice):**

**Contact:**

**Cove Care: Who are we?**

Cove Care is a specialist service who look after children and

young people who need a residential home for a temporary pe- riod of time to help to support their needs. Because of the background, skills and experience of our senior managers and the special training we give our staff, we often focus on young people who have, or may be developing, mental health or other emotional difficulties. We think this is what makes us a bit different to other children’s residential services. Have a look at our Mission Statement here.

**The Placement**

Avenue House is a large detached house in Kidderminster. The placement was opened in 2010 and is established within the local area, in a quiet suburban area on the outskirts of town.

The house is a large Victorian property with large rooms, light

and spacious reception areas with plenty space for finding your own space or enjoying others company, and with really

large bedrooms. It is registered for 4 young people. The staff group have developed over the past few years into a really close, warm team who will make young people really welcome

and offer whatever support is necessary. If you have ac- cessed this Guide online, you can see some further infor-

mation and pictures of the placement here.

##### Your Day

The Placement has a ‘Therapeutic Day’ programme LINK.

This provides all young people and staff with expectations

and a structure for the day, from getting up to going to bed, throughout the week. This is not to be strict, but designed to give everyone a framework for any given day, and will very much be tailored around what you need as an individual.

Your day will include morning routines; also your engagement in education, college or work; social in- and out-of-placement activities; and evening and night-time routines. The program will clearly describe each of these, your own engagement in each, and some of the rules and expectations that everyone must follow in the placement (e.g. around behaviour, respect, housekeeping in the placement, and attending to the availa- ble staff and resources that will help to support you). Good levels of engagement with the program will help you get the best outcomes possible, and will also enable you to work to- wards additional incentives and rewards.

## Education

We will do our best to enrol you into a mainstream school ei- ther in the local area, or keep you in the school you are in

already if it is near enough. Some young people receive their educational support 1:1 in the home while they are getting back into mainstream. We have worked with a company

called the National Teaching and Advisory Service (NT&AS) for many years and they have got excellent results with our young people.

We will also work with you through Key Work sessions to de- velop your vocational and independent living skills. We do this through partnership working with Next Steps AQA

awards, and you will get certificates for these which will be recognized by colleges and employers in the future.

## Your Allowances

Your allowances depend on your age:

13 year-olds: £12.50 per week 14 year-olds: £13.00 per week 15 year-olds: £13.50 per week 16+ year-olds: £14.00 per week

All young people also receive up to £27.50 per week for paid acitivities; £40.00 per month for clothing; and £10.00 per

month for toiletries. There are also allowances for birthdays and Christmas, and all young people can earn extra allowanc- es / rewards through our Positive Behavioural Strategy

scheme.



## Your Say in Your Care

We really want to know your views and your opinions about

your care; in fact, we think that the only way to give you the best possible care, is to listen – really listen – to your views and include these in your care planning. So we have several things in place for you to have your say:

* Your allocated staff member for the shift: they are availa- ble to you throughout the day for support, questions, or if you want to make a request regarding your care they can pass this on to the relevant person/s.
* Your Key Worker: through your weekly Key Work session. Again, you Key Worker is available either for direct sup- port, will have a more in-depth understanding of your care plan, or will be able to taker forward your views / requests to your social worker.
* The Registered Manager (RM): The RM is the point of con- tact for the placement. They are responsible for all young people’s care, and if you can’t access your Key Worker the RM will be the person to go to with any questions or re- quests regarding your care. They may be able to take some decisions that the Key Worker can’t but again, if they can’t make any firm changes they will be able to quickly access the relevant social worker / other professional who may be able to help.

## Your Say in Your Care (Cont)

* + The Young People’s Meeting: this occurs weekly and is a central feature for the placement’s organisation and

planning, and for you to raise your requests, questions or other points about the running of the placement. Things like the menu planning for the following week, activity planning, booking of the company cars etc are all ar-

ranged in these meetings and it is important that you at- tend them to have your say. If you require support to en- gage with or speak up in meetings, your key worker will be able to support you to do this.

* + The Visiting Advocacy Service: Coram Voice is an exter- nal advocacy service that attends the placement weekly and is available for each young person to see them confi- dentially. It is their job to present your views to the

placement as you raise them, e.g. not to re-word what you say or to make guesses about what might be in your best interests. The Advocate will feed back your views direct- ly back to the RM, and they will help you make a complaint if necessary.

* + Your own Social Worker.
  + The Regulation 44 Inspector.
  + Our Complaints Procedure.
  + We will also send you and people and professionals in- volved in your care a questionnaire out every so often. Your Key Worker will talk to you about this.

Your Registered Manager

Your Registered Manager is Sarah-Jayne Garbett. Sarah-Jayne has worked for a long time in different care settings, and at all levels from care / support worker to Manager. She loves learning about the work with young people and has done a lot of training, she feels you never stop learning! Young people and her team feel that Sarah-Jayne is very approachable, takes the time to explain and to listen, and is really good at organising and planning for the placement.

## Your Key Worker

Your key worker is an experienced member of staff who has done some additional training to enable them to work effec- tively with you and take responsibility for the delivery of your care. Your co-worker is a less senior, but still well-trained,

member of staff, who often works different shifts to your key worker and assists them in their key work duties. Their names are listed in your Young Person’s Guide.

## Main Key Work Duties: Your Key

**Worker is responsible for:**

* Your admission: making sure you arrive at the placement safely and settle in as quickly as possible
* Your risk assessment and management plans: these are the assessments and plans that ensure that all staff are aware of your particular needs and work well together in support- ing you. You will have a big part in these plans with your key worker
* Your weekly key work 1:1 session: this session will focus on

your needs as they arise, and will help you with any problems you might have

* Your reports: your key worker will write all your reports, which include a weekly Progress Summary and your LAC Re- view Reports, which you will contribute to and which go to

your social worker and other involved people and profession- als. Your key worker will also send your assessment and plans to your social worker, and verbally communicate your progress to any person identified

* Your weekly schedule: every week (usually on a Thursday) you and your key worker will put together a schedule – a ‘timetable’ – for the following week, which will include all your education, therapeutic and social activities. This

schedule will also outline the expectations for your behav- iour and enable all staff to monitor these in all sessions dur- ing the week, and ensure you can achieve any Positive Behav- iour Strategies that you are entitled to

* Your key worker is generally responsible for your day-to- day care, with the support of their own supervisor, Regis- tered Manager and senior therapeutic professionals

## Your Care Team / Staffing support

The placement usually operates with 1:1 staff care and sup- port every day. That means, if there are 3 young people in the placement, there will be 3 members of staff on duty.

Usually the Registered Manager is extra to these staff, but sometimes the RM might be part of the team, or other times they might be working elsewhere in the company depending on the needs of the placement and additional work they might have to do (like attend meetings or do staff interviews). On

every shift there will be a team of staff, that might include Residential Support Workers (RSW’s), a Team Leader, Depu- ty Manager or the Registered Manager. One member of staff will be the shift coordinator, whose job it will be to take

charge of the shift and make sure everything is organised. Another one of the staff will be your own allocated staff member for the shift, and they will tell you who that is at

the start of their shift. If your key or co-worker is on duty they will usually be your allocated staff member. Your allo- cated staff member is there to make sure you get the sup- port you need during that day.

## Your Records

###### Reports About You …

This section describes the different reports that are writ- ten about you, why they are written, to who they get sent

and when. These reports will usually be completed and re- viewed by your key worker, under the supervision and sup- port of the management at the placement.

**Your Risk Assessment:** this assessment is commenced prior to your arrival and continues throughout your stay. You will be encouraged to contribute to it. It is updated (reviewed) regularly, usually every month. The assessment identifies any areas that you may require additional support with, especially issues that might impact on yours or others safety, and puts Management Plans in place to help. It is shared mainly with

your social worker but is sometimes discussed in profession-

als meetings. You will be informed about these and your

agreement will be requested.

**Your Weekly Progress Report:** this is a weekly report completed by your Key Worker and submitted to your social worker. This is also shared with you and includes your views and contributions.

**Your LAC Review Report:** this is a special report complet- ed by your Key Worker, with contributions from others in- volved in your care (e.g. therapist if involved), which de-

scribes your progress over the period from your last LAC Review (e.g. 3 or 6 months periods). You will at least have gone through this report with your Key Worker and, often

times, contributed directly to it yourself. It is sent to your Independent Reviewing Officer (IRO) and they may circulate it to other professionals involved in your care.

## Other written accounts …

* + **The placement Log Book:** this is a hardback book

based at the placement where the staff write an ongoing account of the day-to-day events at the placement.

Young people are referred to by their initials only to pro- tect their confidentiality from visiting professionals who might read the Log Book but are not involved in your

care.

* + **Incident Reports:** these are reports completed by

staff when safety has been compromised at the place- ment, e.g. following aggression, a person going missing,

having an accident etc. These reports are always sent to young people’s social workers, and depending on the type of incident, sometimes sent to Ofsted and other agencies as well.

## Access to Your Records

Cove Care believes young people are at the center of their own care planning, should ‘own’ their care as far as possible, and work in partnership with us during their placements with us.

With these assumptions, access to records as an important right of a young person

Any current service user or care leaver has the right to re- quest to see copies of most records that we keep on them and can make a formal request to this effect, which must be made in writing using the Cove Care Access to Records Request Form. This can be obtained by email from [info@cr-cs.co.uk,](mailto:info@cr-cs.co.uk) or by calling us on 01902 854259, extension 4.

Young people currently in our care should approach their car- ers, or key workers, to initiate this request. They can also uti- lize the assistance of their social workers and advocates inde- pendently visiting the placement, or the advocates provided by the local authority.

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Young people currently in our care can make requests to view – and the staff will make offers for them to directly contribute to – many of their day-to-day care records. Examples include:

* Daily evaluations which record a summary of the days events
* Review and progress reports, which the key workers write regularly for various review meetings
* Incident reports, which are made if a young person is in- volved in an event which may have or did compromise their own or somebody else’s safety.

Many records completed by Cove Care staff and the company will be accessible if applied for using this procedure. Examples of those that may be exempt include:

* Records that include identifiable information of other young people
* Records written by an external agency and copies of which re- main with us on file
* Records that, in the view of the company or the person / agen- cy with PR, may jeopardize the safety of the young person or others, or breach their right to confidentiality.

A formal request will be dealt with as soon as practicable and a response will be sent to you within 40 days of receiving your re- quest (although we will strive to process the request earlier if we can). If all or part of your request is declined the reasons for this will be clearly explained in our response to you. If the access is permitted, arrangements will be made for you to view the rec- ords and the method and arrangements for you to do this will be outlined.

If you are not happy with the way your request to access your rec- ords has been dealt with, you can either complain to your local au- thority, or to Ofsted who register and inspect our services. Their complaints department is at:

**Ofsted**

**Piccadilly Gate, Store Street, Manchester, M1 2WD**

**Tel: 0300 123 1231 Email:** [**enquiries@ofsted.gov.uk**](mailto:enquiries@ofsted.gov.uk) **Web:**[**www.ofsted.gov.uk**](http://www.ofsted.gov.uk/)

You can also raise any concerns about the process or the information held about you with the Information Commissioner for Data Protection, at:

Information Commissioner

Wycliffe House, Water Lane, Wilmlsow, Cheshire, SK9 5AF

Tel: 01625 545 70, Email: [mail@dataprotection.gov.uk,](mailto:mail@dataprotection.gov.uk) Web: [www.ico.gov.uk](http://www.ico.gov.uk/)

## Placement Expectations

‘What is expected of me? What can I expect of others?’

This section will explain the basic placement expectations of

yourself as a young person living here, and the staff team that work here…

Our Expectations…

1. We will keep ourselves and each other safe at all times
2. We will respect others’ right to privacy, dignity and confiden- tiality
3. We will respect each other as individuals with different cul- tures, beliefs, and backgrounds
4. We will respect our own and other’s property
5. We will speak to, write about and behave towards others po- litely and respectfully, even if we disagree with them
6. We will always try to be consistent, to do exactly what we say

we will do

1. We will speak to others about any difficulties we may have, rather than resort to negative behaviours
2. If I have a problem with somebody, I will try to discuss this with them calmly
3. I will seek support from others if I am struggling with a prob- lem and can't handle it on my own
4. I will offer my own support if I see another in difficulties, if I feel able to offer it
5. I understand and acknowledge that all Young People have their own needs, and I will not knowingly place them in any com- promising situation
6. I will immediately report any situation I see, or am aware of, that might involve the abuse of another person, no matter who might be doing wrong

## Positive Behaviour Strategies

What are they?

Positive Behaviour Strategies (PBS) are ways that staff can support you through working with positive behaviours rather than dealing with negative behaviours when these happen.

Some examples are:

Problem requires support: you struggle to remain in school.

PBS: staff arrange an additional paid activity for you after a weeks’ full school attendance.

Problem requires support: you have difficulties managing your anger.

PBS: you work towards a weekend camping after 4 weeks of safe behaviour.

How do I use them?

A PBS can be made by you and a member of staff if you identify a positive way of supporting a behaviour that you

think might be useful. They should then discuss it with a col- league and the Placement Manager, and if agreed you and the staff should sign it off on the Cove Positive Behaviour Strategy form. This should then be logged in the PBS Log Book in the same way that incidents and sanctions are

logged.

**Why do we use them?**

PBS’s are strategies we have always used with young people without necessarily logging them. Using this formal system en- sures that the young people are clear on the positive support they receive; that staff are able to work consistently; and that we can produce evidence for any of our service stake-

holders or inspectors that we provide positive behavioural support for our young people.

###### Consequences for Behaviour Strategies

Consequences for Behaviour Strategies (CBS) are used when a young person behaves not in line with the Placement Expecta- tions, e.g. places himself / herself / others at risk, damages property etc. CBS’s are used to limit the effects of these be- haviours and demonstrate to young people there are conse- quences in society to harmful or negative behaviour.

PBS’s will be used wherever possible rather than a CBS. We would much rather work and provide positive rewards for bril- liant behaviour than provide negative consequences for nega- tive behaviour. If a CBS has to be used, the staff and the

manager will ensure that this is put in place soon after the in- cident, has a clearly set out timeframe until it is lifted, is rel- evant to and in proportion with the behaviour which applies.

Furthermore, if a young person has clear reasons for their

negative behaviour and are able to genuinely reflect on these, learn from them and make some other amendments to their behaviour, all of these will have an effect on the CBS. We will always consider doing a PBS whenever a CBS has been used.

Finally, we will never impose a CBS for a behaviour that is

clearly linked to a young person’s mental or emotional health,

e.g. self-harm.

***CBS Examples***

|  |  |  |  |
| --- | --- | --- | --- |
| **Incident** | **Context** | **CBS** | **Linked PBS** |
| Young Person  stays off from school, goes unauthorised into the local  area for the  day | It has been  discussed in key work ses- sions young  person being bullied at  school | Planned paid  activity is  postponed for the following evening | With key  worker sup- port young  person attends meeting with  head teacher to discuss bul- lying; if can maintain 2 weeks school  attendance will work towards a day out to  amusement |
| Young Person  becomes an- gry, throws pool ball at a window and breaks it | Young person  had a disa-  greement with another about the weekly  group activity | Reparation  money to be paid directly from young  person’s allow- ance over a few weeks | Young people  met together with staff and apologised for disagreement; young person working to- wards a trip to a football  match if main- tains 2 weeks incident-free |
| Young Person  behaves excit- ably in compa- ny car, turning up music from the back, not  listening to staff | Young person  has historical difficulties being trans-  ported in vehi- cles | Young person  suspended from company vehicle for 2 weeks, to trav- el on public  transport | Young person  to undertake project work in key work  sessions about road safety  and hand to key worker. If safe car be-  haviour can be maintained  suspension to  be lifted |

##### Behaviour Management: Remaining and

**Keeping Safe in Placement**

It is really important that you stay as safe as you can at all times at the placement and outside it. You have a personal re- sponsibility to do this as a valued member of the community, and as you get older, the consequences for not keeping your- self and others safe become more and more serious. So it is really important that we support you with any problems you

have in this area right now to prevent this becoming even more of a problem later on.

The staff will work with you to make sure your risk assess- ments and care plans develop some really good and effective

Positive Behaviour Strategies that will hopefully stop any inci- dences from occurring. This is our first aim: to keep everyone safe and prevent difficulties.

We do understand though that sometimes young people can become upset, distressed or angry and that sometimes inci- dences do happen. In these situations, the staff have lots of training and other support to try to calm incidences like these down, to lower effects on everyone involved, and manage them as quickly and safely as possible. This is our second aim: to provide support as soon as possible to reduce the impacts on

safety before situations get out of hand; and prevent future incidents from happening.

Finally, again we understand that some young people can be- come very agitated, distressed and angry and that sometimes they may need more support to maintain their own safety if they are unable to achieve this themselves. Again, staff have lots of training in managing these situations. Our final aim in these situations is to respond safely and effectively, provide a range of supportive, child-centred interventions where nec- essary to maintain safely, and to provide a warm, positive en- vironment and responses after incidents where the experi-

ence can be used as a learning process for those involved.

## Making a Complaint

We are sure you will enjoy your stay with us and all your questions or concerns will be answered satisfactorily, such as in your Key Work sessions, or the weekly Young Person’s

Meeting. However, we understand that from time to time people might have complaints and you can be assured we will

take all young people’s complaints very seriously. There are 3 levels of complaint:

Level 1, which will be answered by the Registered Manager with you, and entered into the Complaints Book kept at the home. The Manager and yourself will sign this off if you are satisfied with the Manager’s response.

Level 2 is for any Level 1 response that you are not happy with; or for more complicated issues that require a more in-depth investigation. For Level 2 complaints, a senior manager outside the placement will take charge of this investigation, speak to relevant people and look

at any relevant documents, and write a more formal re- port. Complaints at this Level 2 will take up to 7 days to complete for us to look at it in detail.

Level 3 is conducted externally to the company. Any Level 2 response that you are not happy with; or for any complaint you feel (or others on your behalf) requires to be made to an external organisation. There are sev- eral organisations that will be happy to hear from you and these are contained in your Young Person’s Guide.

Individuals such as your social worker or Ofsted will be available for these issues. These numbers are also in

your Young Person’s Guide.

If you have any issues you want to raise with us, please speak

to your key worker, Manager or any other member of staff

you trust.

## Fire Policy

Our placement has really clear procedures in place to prevent the risks from fire. Every three years as a minimum (or more regularly than this if the building changes in any way) we have a Fire Risk Assessment conducted by an outside company. This assessment shows any actions that are needed regarding fire safety and these are acted on immediately by the Manager.

All staff have annual Fire Safety training which teaches them about fire and the procedures to follow in the event of a fire occurring in the placement. We try to get young people on these courses alongside the staff as well. The staff and young people have regular fire drills, which are ‘practice runs’ for

evacuation in the event of a fire. You will do these drills with the staff 3 times in your first month (1 must happen in the

evening); after these drills will be regularly.

We have an excellent fire detection system in the office, fire doors in relevant areas as the risk assessment stipulates, dif- ferent types of fire extinguishers in the placement and emer- gency lighting.

In the unlikely event of a fire:

1. RAISE THE ALARM BY OPERARING THE NEAREST ALARM POINT.
2. CALL 999.
3. LEAVE THE BUILDING AND GO TO THE FIRE ASSEMBLY POINT, WHICH IS THE CAR PARK AREA TO THE FRONT OF THE BUILDING.

Or you hear the alarm:

* + LEAVE THE BUILDING IMMEDIATELY
  + DO NOT COLLECT BELONGINGS
  + WALK CALMLY AND QUICKLY WITHJOUT RUNNING
  + DO NOT RE-ENTER UNLESS TOLD TO DO SO BY STAFF OR FIRE OFFICERS.

## Regulation and Inspections

The placement has been set up to look after you, to protect and care for you and to support you in your education, social activities and daily living. As this is such an important job the placement has to work within lots of rules, regulations

and laws, and there are lots of people, usually called inspec- tors, who are not associated with the placement or the com- pany, who visit regularly to make sure the placement is work- ing within all these laws. These are Ofsted; Regulation 44 Inspectors; and Quality Assurance Inspectors.

Ofsted

Ofsted is the government agency that registers, inspects and regulates all services that work with children who are looked after, including children’s homes. They do this by

making sure placements are ready and good enough to set up and register for this important work in the first place, then they attend the placement without telling anyone to do regu- lar inspections, at least twice a year, to make sure place-

ments are working in line with all the rules and regulations

that they are required to.

What to Expect: Ofsted Inspections

Ofsted will conduct at least two inspections in a year at the placement, a ‘Full’ inspection (usually 2 days in total) and an ‘Interim’ (usually 1 day). There may be one or more inspec- tors, and they will introduce themselves to you and explain what they will be doing during their visit. They will always offer to see you on your own to hear what you think about the placement, the staff, and your care, and make a time to do that if you want to around what you are doing that day.

Ofsted will try not to disrupt your day or the placement rou- tines and will do their best to base their inspection on the ‘normal’ day at the home. They will also spend time with the management, individual staff, and try to speak to as many other people that know you as possible like your family, your social worker and other professionals.

## After an Ofsted Inspection

The Inspectors write a report, which says how well the place- ment is working for the children and young people who live there. The report will describe what the service does well and what improvements should be made. These are called

‘requirements’ if they are something that we must do, or

‘recommendations’ if they are something that could make our

service better. This report makes an overall judgment, and also separate judgments in these different areas of the service:

The overall experience and progress of children and young people living in the home;

***How well children and young people are helped and protect- ed; and***

***The impact and effectiveness of leaders and management.***

Each of these areas will receive a ‘judgment’ using these grades:

OUTSTANDING GOOD

REQUIRES IMPROVEMENT INADEQUATE

Ofsted will write to the manager to tell them what the grade is and what they must do for next time. Ofsted will also write to you to tell you the grade, and send you out a questionnaire for you to share your views of the inspection.

## ‘Regulation 44’ Inspections

This is the boring-sounding but really important job that the placement has to do in law, which is to ensure a professional, knowledgable visitor, who doesn’t work for the placement or the company, comes in every month and insects the that the

home is operating in line with all the regulations that they have to. These visits are unannounced, and will usually take around a full day. The Regulation 44 Inspector will ask to speak to you if you are available and want to engage in this, the person in

charge, and as many others to do with you that they can (your parents / professionals if appropriate).

### Quality Assurance Inspections

A Quality Assurance (‘QA’) Inspector is a senior social worker from your local authority (and others from the placement local authority if you come from a different area) who also regularly visit and inspect the placements. Often they will arrange their visits by letting the management know, but they can also arrive without letting us know. Sometimes your own social worker may request for the QA to attend the placement, for example if they have had a question or a concern that they haven’t been

able to get an answer to through the placement managers. Like Ofsted, QA’s will also visit the placement on an annual basis routinely.

# NOTES

**NOTES**

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children andyoung people

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