

# Hill House Care Handbook



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## Introduction

Welcome to the Hill House Care Handbook, a resource for all care staff which will help to better understand and manage day-to-day responsibilities.

Hill House School is part of the Caretech Group. It is a 52-week co-educational residential school specializing in the care, education and therapy of up to 30 young people between the ages of 11 and 19 described as having an autistic spectrum condition and a range of associated needs

Hill House understands behaviour to be functional and believes that the main factors behind behaviour that challenges are:

- Difficulties relating to the world which can cause anxieties and confusion
- Difficulties communicating with the world to express need
- Previous experience in which behaviour that challenges has been reinforced by adults and so has become learned

Young people will normally have an Education, Health and Care Plan (EHCP)

Staff teams from the care department, education department and therapy team work closely together across the waking day

Hill House School is registered with the Department for Education (DfE) as a School and with Ofsted as a Children's Home

As a Children's Home, Ofsted inspect Hill House every year to ensure that the **Quality Standards** as set out in the Children's Home Regulations 2015 are met

There are nine **Quality Standards** that set out the aspirational and positive outcomes we are expected to achieve;

- Quality and Purpose of Care
- Children's views, wishes and feelings
- Education
- Enjoyment and Achievement
- Health and Well-Being
- Positive Relationships
- Protection of Children
- Leadership and Management
- Care Planning

The aim of this handbook is to highlight ways in which staff can meet the key principles of these standards and how everyone can work closely together on the **building blocks of outstanding care** for all our young people

It contains some practical guidance and information with advice and suggestions on how to enhance aspects of working practice



# Quality and Purpose of Care



The Quality and Purpose of Care standard seeks to ensure that we employ staff who have the experience, knowledge, and skills to deliver an outstanding level of care that protects and promotes each young person's welfare, keeps them safe, treats them with dignity and respect, and meets all their needs

Young people in our care should be:

- Loved, happy, healthy, safe from harm and able to develop, thrive and fulfil their potential
- Valued and nurtured as an individual with talents, strengths and capabilities that can develop over time
- Encouraged and supported to communicate their own views, wishes and feelings
- Supported to foster positive relationships, encouraging strong bonds between other young people and staff in the home on the basis of jointly undertaken activities, shared daily life, domestic and non-domestic routines and established boundaries of acceptable and self-regulated behaviour

Staff caring for children and young people should:

- Be ambitious, nurturing their learning (in and out of school) and their aspirations for their future
- Be attentive to their needs, supporting emotional, mental and physical health needs, including dealing with past trauma, improving their self-esteem and encouraging friendship
- Be outward facing, working with the wider system of professionals for each young person, and with families and communities to sustain links and understand past problems
- Provide a safe and stimulating environment in high-quality homes, with spaces that support nurture and allow privacy as well as common spaces in which to relax, socialise or be active

We have high expectations of staff as committed members of a team, as decision makers, role models, and activity leaders

To support this, we ensure that all staff are engaged in on-going learning about their role and the young people and families they work with. This starts with a comprehensive two-week induction programme, followed by a six-month probation period and continues with online training modules, face-to-face sessions and career development opportunities as part of the Workforce Development Plan

The Hill House Statement of Purpose sets out our ethos and vision; how we ensure that everything we do is aimed at achieving these key principles

At Hill House, we aspire to work within a genuine home-based staffing model, which emphasises a physically caring, emotionally nurturing and “in loco parentis” approach to our young people

There are always areas for development and improvement. The Hill House **Quality Improvement Plan** (QIP) is maintained by the Registered Manager and Principal and is updated regularly to reflect recommendations and actions identified during audits by the team managers and senior managers, Regulation 44 visits, and Ofsted inspections

These recommendations vary in scope from a rolling programme of decoration and repair / replacement, staffing and workforce development, nurture and education, healthy eating and sustainability

## Ethos and Vision

### Communication - Self-Regulation - Resilience - Independence - Discovery

These are the life skills that we value and encourage at Hill House and all that we do is directly linked to one or more of these key skills.

We take an integrated team approach to enable all staff to support our young people to develop their communication skills, to access and practice a range of self-regulation strategies, to build independent life skills and to thrive during their time at Hill House as they build resilience whilst discovering so much of the world about them

We have a non-aversive, positive multi-disciplinary approach, which is integrated across all homes and aspirations

Hill House is also an “Eco School” and promotes One Planet Living® with a focus on sustainability and care for the natural world around us. There is a strong emphasis on Nurture and Respect for all, for young people, staff and the environment

## **The safety and well-being of staff and young people is a priority**

Our practice is defined by:

**The best interests of the child:** The well-being, safety and needs of the young person are at the centre of the care we provide. All decisions made in relation to our young people will have, as the first and paramount consideration, the best interests of that young person

**Avoiding delay:** All decisions in relation to the provision of services to our young people should be made promptly and within agreed time-scales, having regard to their needs. The achievement of these timescales is monitored and reviewed

**Children's wishes and feelings:** All our young people have their own views, wishes and feelings, and we must promote their right to have a say. These must be sought in all aspects of their planning and day-to-day care. All young people should be enabled to communicate their views and appropriate methods for gaining their views should be sought, including the use of our Independent Advocate

**Keeping children informed:** Young people are provided with information about their home and other services available locally. They should also be helped to understand the types of personal information kept in their Master Care File (which is essentially their Placement Plan), what it is used for, who it will be shared with and how long it will be kept for. Their right to access their *Master Care File* should also be explained to them

**Promoting family time together:** Contact with family members, friends and other significant persons are promoted (unless particular circumstances indicate that such contact would not be in the young person's best interests). Parents and others with parental responsibility should be enabled to participate in the young person's daily life in so far as this is compatible with the facilities of the home in which they live, and associated agreements in their *Master Care File*. Young people should be encouraged to establish relationships with friends within and outside their own home and with people from the wider community

**Promoting diversity:** Staff should take every step to make sure that individual children and young people are not subject to discrimination, marginalisation or bullying from their peers by virtue of their gender / gender identity, religion, ethnicity, cultural and linguistic background, sexuality, mental health, disability or for any other reason. Young people and families should be treated with respect and dignity, and receive services which respect their ethnicity, culture, language, disability, sexuality and religion

**Admissions and reception of young people and reviews:** Young people are placed at Hill House in a planned and sensitive manner and services provided on the basis of initial and continual assessment, planning, monitoring and review. Each young person will have a Master Care File that underpins their Care Plan and other significant plans which accurately reflect the way in which identified needs will be met. Behaviour Support Plans and both Individual and Activity Risk Assessments are available as part of this planning and review process to ensure the young person lives within a structured and safe environment. Our young people receive regular and frequent visits from their social workers for the purposes of monitoring and reviewing the suitability of these placement arrangements

**Promoting independence:** Young people are encouraged to be as independent as possible and to take a full and active part in everyday life as is appropriate to their age and level of understanding. Young people will be provided with information, advice and practical assistance to help prepare them for adult life

**Promoting educational achievement:** Staff should promote and support the educational achievement of our young people and ensure that a positive learning environment is promoted both at school and within the home. This should include supporting young people with their school work, safely accessing the internet, and taking part in on- and off-site activities. Staff should work closely with social workers and other professionals to ensure that each young person has an Individual Education Plan (IEP) which accurately reflects their needs and is reviewed at regular intervals

**Health care:** To promote the health of our young people, staff in the home should ensure there is a continuity of treatment and that their physical, emotional and psychological needs are properly monitored and accounted for. All young people have regular healthcare assessments designed to ensure that their health care needs, including immunisations, are up to date and recorded in their Health Profile Booklets. Young people are provided with appropriate advice and support on sexual health and healthy relationships

**Promoting positive behaviour and relationships:** Staff should have high expectations of all our young people and aim to create an environment and culture which promotes and supports positive behaviour. Behaviour management strategies nurture positive behaviour and de-escalation of conflicts. Staff are trained to build and maintain positive relationships. Young people are encouraged to take responsibility for their behaviour and practice a range of self-regulation strategies in a way that is appropriate to their age and abilities

**Leisure and recreation:** Our young people are provided with opportunities to participate in a range of leisure, exercise and recreational activities appropriate to their needs, abilities and interests. Birthdays, name days, cultural and religious festivals are celebrated where appropriate, and young people should be encouraged to help with planning and taking part in these events

**Protecting children:** All staff have training in how to recognise, and respond to, safeguarding concerns. We maintain an attitude of "it could happen here" and that safeguarding is everyone's responsibility. Any allegations are dealt with promptly in accordance with our safeguarding policies and procedures

**Physical contact and relationships:** Staff should develop caring and nurturing relationships with our young people, based on clear boundaries, which demonstrate affection, acceptance and reassurance. Staff are encouraged to use appropriate physical contact, positively and safely in keeping with the young person's needs and wishes. Where staff spend time alone with young people, this will be underpinned by effective procedures, evidence-based risk assessments and training which safeguard the interests of both the young person and members of staff

**Complaints and representations:** All young people are given information on how to make a complaint or comment about their care. In addition, we carry out on-going consultation with children, young people and carers to gain their views

**Safe practices, health and safety:** We have a Health and Safety policy in place that clarifies everyone's responsibilities under The Health and Safety at Work Act and related legislative guidance and risk assessments that are regularly reviewed and monitored. An annual assessment is carried out with an action plan as necessary.

## Protection of Young People

The aim of the protection of children standard is to ensure that children and young people are protected from harm and enabled to keep themselves safe

It places requirements on all staff to ensure that:



- They are competent and able to fulfil their safeguarding duties
- Day-to-day care is performed in such a way that it offers no risk of harm
- The home environment is both used and maintained in a way that safeguards our young people and minimises avoidable hazards
- They are familiar with all of the latest child protection policies and procedures

## Safeguarding

*“Protecting children from maltreatment, preventing impairment of children’s health or development; ensuring that children grow up in safe circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.” (Keeping Children Safe in Education)*

You will need to be familiar with the latest government guidance:

### [Keeping children safe in education](#)

At Hill House School:





- We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We recognise that children with special educational needs and disabilities can face additional safeguarding challenges
- We recognise that Safeguarding is everyone’s responsibility
- We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both young people and adults feel secure, able to talk and believe that they are being listened to
- We maintain an attitude of “it could happen here”

At Hill House we have an open culture and encourage anyone to come and share any concerns they may have

A concern needs to be shared with the designated safeguarding team immediately

## The Hill House Designated Safeguarding Team

**The Designated Safeguarding Team**



Louisa Burden      Kate Landells      Kirsty Marsden      Greg Jagger

Louisa Burden – (Vice Principal) - Designated Safeguarding Lead - [07584 020825](tel:07584020825)

Kate Landells – (Principal) - Deputy Designated Safeguarding Lead - [07834 328501](tel:07834328501)

Kirsty Marsden – (Head of Care) – Deputy Designated Safeguarding Lead – [07917 152596](tel:07917152596)

Greg Jagger – (Assistant Head of Education) Deputy Designated Safeguarding Lead – [07917 653701](tel:07917653701)

Make sure you are familiar with who the Designated Safeguarding Team is and how they can be contacted – you can find posters around the site

## How to respond to a concern: Guidance for home managers

**If there is immediate risk to a young person – make the situation safe**

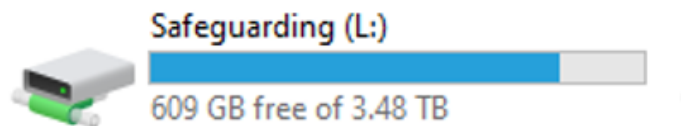
1. Sit with the staff member raising the concern, talk through what they are sharing
2. Write down the facts or ask them to complete a concern form
3. The concern may be a 'low level' concern and something that you are able to resolve immediately. If this is the case, follow this through and then share with the designated team
4. If the concern is more serious or if you are unsure, contact one of the designated team straight away – they will guide you on what to do next

**Kate – 07834 328501    Louisa – 07584 020825    Kirsty – 07917 152596    Greg – 07917 653701**

5. If you are unable to speak to one of the designated team, email them and mark the message 'Urgent'
6. Treat all concerns seriously and do not delay in sharing this
7. Try to keep a log of all conversations and actions taken
8. DO NOT interview a staff member or start an investigation – we may need to gain advice from our LADO before collecting any further information

Safeguarding is kept top of the agenda. The designated Safeguarding Lead (DSL) sends out a weekly safeguarding email. This provides areas for discussion, information on current safeguarding topics, reminders and questions. The emails can be used during supervision or team meetings

There is also a dedicated safeguarding drive which everyone can access. The weekly emails can be found there along with current government guidance and safeguarding resources



## Care Planning

### Master Care Files

Regulation 36 states that records must be maintained for each young person and they must:

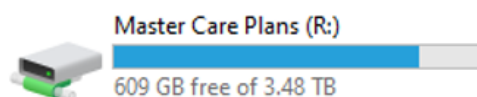
- Contain all the information and documents set out in the Children's Home regulations and quality standards
- Be kept up to date with each entry signed and dated by the author
- Be stored securely and retained appropriately

At Hill House, we call this case record the **Master Care File**

It is a comprehensive record of the young person's time with us and belongs to that young person

### Guide to the Master Care Files

All of the Master Care Files are saved on a dedicated drive and organised by home



They have a standard format that largely reflects the quality standards. This is to ensure a consistent way of navigating and maintaining them, whilst giving some measure of transparency and accountability. It helps us all to know where to find or record information

The files are divided into 8 sections.

1. **Progress** – Life Story and Achievement: Evidence of progress and attainment, case studies, achievement certificates, Life books and Learning Journeys, Postcards Home
2. **Key Information** - Essential information for quick reference regarding day-to-day care of the child or young person
3. **Referral, Admission and Discharge** - Original documentation pertaining to the young person's referral, admission and discharge
4. **Legal and Financial** - Content relating to Court Orders, signed consents for placement, funding, delegated responsibility, DOLs, Best Interest decisions etc. Personal bank details, savings and inventory as well as any placement and health care contracts or pupil premiums
5. **Placement, SEN, Care Planning and Review** - Copies of ALL relevant plans as defined by the Children's Home Regulations, statutory reviews, consents (non-medical), contact arrangements. Advocacy
6. **Education** - Content relating to timetables, curriculum maps and attendance. Note that IEP and SEN information can be found in Section 5
7. **Health and Well-Being** - Health Profile Booklet. Specific content relating to clinical notes, specialist reports, administration of medication, medical consents and monitoring
8. **Positive Relationships, Child Protection, Risk Management and Events/Notifications** - Risk management and assessment. Behaviour support plans and management records. Restraint records, safeguarding concerns, events and notifications

Recording in the Master Care File provides part of the evidence base for meeting the quality standards. It allows for rigorous analysis and evaluation of the care given to our young people, enabling professional judgement, reflection and improvement

The information about the young person must always be recorded in a way that will be helpful to them; it should be non-stigmatising and clearly distinguish between fact, opinion and third-party information

### Key Things to remember

- Do not add, delete or rename folders
- Do not save duplicate documents in different sections
- Move all out-dated or superseded information into the relevant archive folder

- Be clear, concise and accurate – avoid jargon and ambiguous file names
- Be attributable to the designated author and dated – you are accountable for every change you make to the file
- Record documents in a timely manner and always complete the update log with each entry
- Take account of audience and access permissions – do not save documents as encrypted files
- Be compliant with Data Protection

## Moving home: Moving into Hill House

We support a young person to move to Hill House in a number of ways. Visits are made to the school and the young person's key staff team from Hill House will spend time with them

Hill House have produced a unique `Our Story` virtual tour / interactive film that young people can engage with as part of getting to know the school and what it can offer

The film is given to families of new young people joining Hill House as part of their moving in plan

The film can be personalised with pictures and social stories developed to accompany the film

The film can be found here - [What's It Like? \(whatsitlike.co.uk\)](http://whatsitlike.co.uk)

Or you can access it via the Hill House website - [Hill House School | Autism Schools | Cambian Education \(cambiagroup.com\)](http://Hill House School | Autism Schools | Cambian Education (cambiagroup.com))



## Moving into a different home at Hill House

It is often beneficial for young people to make a move within Hill House as they get older. This helps the young person to manage a change and prepare them better for the time when they will need to move on from Hill House

Home managers liaise closely to plan the move

Young people will have the opportunity to visit and spend time in their new home, joining in fun activities and getting to know the other young people

Where possible the young person will be fully involved in their move, helping to take their belongings and choosing some items for their new bedroom

Photographs and social stories support the young person to settle in

## Moving on from Hill House

Moving on from Hill House is a big step for all young people and their families

When young people move on from Hill House, we want their move to be as positive and seamless as possible

As part of a young person's moving home plan, we encourage future providers to come and spend some time at Hill House getting to know the young person

The number of visits will vary for each individual and arrangements will be made during the moving home meetings regarding the frequency and duration of the visits

The purpose of the visit is to get to know a young person and to develop a positive relationship with them so that when they move to their new home, there will be familiar people there to greet them.

We recommend that one staff member at a time visits, unless the provision is a long way away and then two staff may wish to come together. If this is the case, we can arrange for one visitor to be with the young person and the other to be speaking with the team

Our focus is always on a gradual introduction of new people into a young person's home

It is beneficial to visit at different times to see various aspects of a young person's day

Visitors will be hosted by the home manager or care manager

Please see Hill House *Guidance for visiting staff as part of a young person's moving home plan* for further information on how to manage these visits

As part of sharing information, all young people have a **digital story** which forms an important part of their moving plan

## Digital 'I am' stories

*"Digital stories put the young people right at the centre. This, combined with lots of careful transition planning leads to a successful move. It celebrates all the great life skills that the young person has learnt and shows their essence. The digital story also helps new staff see all the activities the young person enjoys and what their personality is" (HHS Care Manager)*

Digital Stories facilitate our young people to have a voice in their transition to adulthood and are something that we have been working on at Hill House in conjunction with Southampton University Autism Community Research Network (ACoRNS)

Digital Stories consist of a short video about a young person, showing who the young person is – using a strengths-based approach so they capture their capabilities and preferences, likes and dislikes, rather than focusing on their difficulties and challenges

They are a powerful methodological approach to capture the experiences and perspectives of young people to facilitate school transitions from the point of view of that young person. The approach is not reliant on a child's verbal ability and is therefore an inclusive method of capturing their "voice" in a way that is accessible and meaningful to them

Where possible a young person will be involved in helping to create their own digital story and we encourage families to also make a contribution

You can view an example of a digital story on the Hill House website;

[Research Opportunities | Hill House School | Cambian Education \(cambiagroup.com\)](#)



## Review Meetings

Regular review meetings are held for all of our young people with all those involved in that individual's care to discuss how they are progressing and how their needs will continue to be met

The Admin Team are responsible for co-ordinating the report across all teams (Care, Education and Therapy) and ensuring it is ready in good time for the meeting (and to the statutory deadline if applicable)

If you are asked to contribute to the report, it is important that you complete your section on time and using **Language that Cares**

It also helps if you use the following format:

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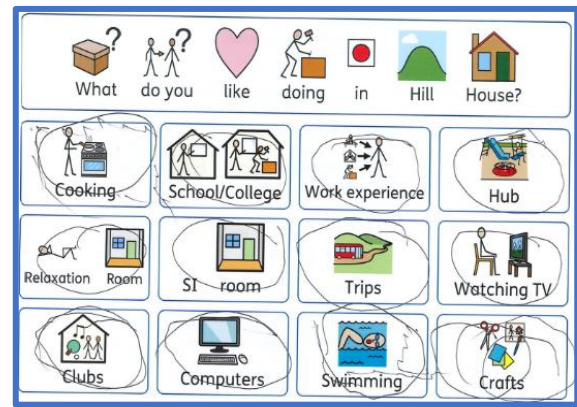
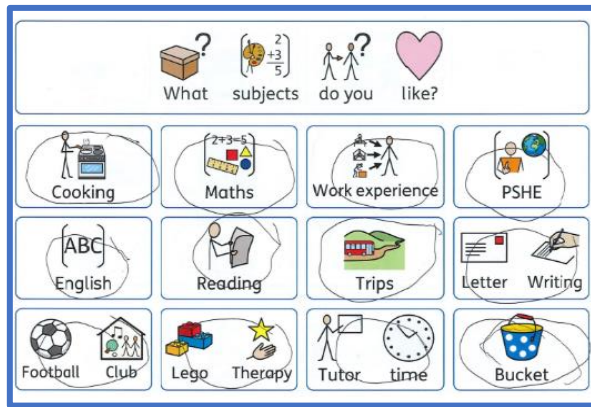
Justify text, 1.0 line spacing

## Voice of the young person

All young people are invited to contribute to their review and where possible, the young person can come along to their meeting and share their views







## Roles and Responsibilities

### Team Managers / Night Team Managers

The role of Team Manager is about leading a team to maintain a stable, happy and caring home environment that puts the health, safety and well-being of the young people first

The emphasis is upon effective management of a team, which involves motivating, coaching, managing performance via supervision/appraisal and auditing the quality of care given to the young people in the home

Main duties and responsibilities include:

Ensure that staff are putting policy into practice and are either performing to expected standards or, that issues have been/are being actively and effectively addressed

Ensure all within the team receive supervision and appraisal to the required standard, at the correct time and properly recorded. This includes helping to identify individual or team training needs and ensuring those are met

Monitor staff absence within the team, ensuring that Return to Work Interviews are held in all cases

Ensure that communication between senior management, the team, and others in all directions, is as effective as possible. This will involve actively using a range of strategies. It is expected that you will always communicate, in a professional manner, using the required level of confidentiality

Effective rostering and deployment of staff, ensuring that staffing shortfalls or additional staffing needs are identified and covered across the home

Manage resources efficiently and co-ordinate staff contributions to the ongoing maintenance and improvement of the home through Maintenance Manager, the School Development Plan and Quality Improvement Plan

Involvement in the recruitment and selection of care staff as required

Attend work reliably and punctually, following the shift pattern, and be prepared to work overtime if the need arises to maintain quality standards within the home

Complete mandatory MYRUS modules on time, attend training courses as required, and be prepared to achieve qualifications appropriate to the role at any particular time. Also, to contribute to training delivery to staff as directed

Develop and maintain your knowledge of the profession, keeping abreast of new developments and reflecting on your own values, priorities and effectiveness

Do everything possible to protect our young people from any form of abuse from staff, visitors or each other and ensure staff follow safeguarding and child protection policies and procedures

Take reasonable care for the health and safety of yourself and of others. This means that you understand hazards in the workplace, comply with safety rules and procedures and ensure that anything you do/or don't do does not put yourself or others at risk. This includes contributing to a safe and secure environment for our young people

Promote equality and inclusion, acknowledging individual differences and uphold the rights and responsibilities of all our young people and staff, and to challenge any discriminatory practice

Responsibility for ensuring effective planning, preparation, supervision and assessment of all daily routines and activities on and off-site for the young people in the home

Use the knowledge of a young person's needs to promote learning whilst taking part in activities or the waking day curriculum. This knowledge will also be used to support them during preparation for and move to a new home

Build and maintain a professional positive manner with young people, staff, parents and other visitors

Ensure correct procedures are followed by all staff to support young people to develop their communication skills, access and practice a range of self-regulation strategies, build independent life skills and to thrive during their time at Hill House as they build resilience whilst discovering more of the world about them

Ensure that the health care needs of the young people are met at all times. This will involve requesting, administering and auditing prescribed medication as agreed in a young person's care plan and in accordance with policy and procedure

Alongside other staff, identify the social and emotional needs of the young people in your care and ensure that staff act in a way that promotes positive self-esteem and helps the young people to deal appropriately with their feelings. This includes proactively supporting young people when they are in distress

Alongside other staff, support the young person's emotional well-being by helping to maintain their interests and enabling them to keep in contact with family and those who are important to them

Have knowledge of the young people in the home and use this knowledge to contribute to assessments and care planning. This will include overseeing their Master Care Files, auditing records, provision of information to other staff, liaising with families, seeking and sharing a young person's preferences and wishes, where appropriate, and contributing to case reviews

Be fully aware of a young person's behaviour and performance, record observations accurately and use this information to inform team practice, Learning Journeys, Postcards Home, formal assessments, care plans and care reviews

## **Assistant Team Managers / Night Assistant Team Managers**

The role of the Assistant Team Manager is about supporting the Team Manager to maintain a stable, happy and caring environment that puts the health, safety and well-being of our young people first

The emphasis is upon effective management of a number of staff, which involves motivating, coaching, managing performance via supervision/appraisal and auditing the quality of care given to the young people in the home

The role is critical in ensuring that standards set by legislation are exceeded. It also provides the opportunity to develop and improve practice

Main duties and responsibilities include:

Ensure that staff are putting policy into practice and are either performing to expected standards or, that issues have been/are being actively and effectively addressed

Ensure that all staff for whom you are responsible receive supervision and appraisal to the required standard, at the correct time and which is properly recorded. This includes helping to identify young people or team training needs

Ensure that communication between management, other sources and the team, in all directions, is as effective as possible. This will involve actively using a range of strategies. It is expected that you will always communicate, in a professional manner, using the required level of confidentiality

In the absence of the Team Manager, be responsible for the effective management of the team, including effective rostering and deployment of staff, across the home

Attend work reliably and punctually, following the shift pattern, and be prepared to work overtime if the need arises to maintain quality standards within the home

Complete mandatory MYRUS modules on time, attend training courses as required, and be prepared to achieve qualifications appropriate to the role at any particular time

Develop and maintain your knowledge of the profession, keeping abreast of new developments and reflecting on your own values, priorities and effectiveness

Do everything possible to protect our young people from any form of abuse from staff, visitors or each other and ensure staff follow safeguarding and child protection policies and procedures

Take reasonable care for the health and safety of yourself and of others. This means understanding hazards in the workplace, comply with safety rules and procedures and ensure that anything you do/or don't do does not put yourself or others at risk. This includes contributing to a safe and secure environment for our young people

Promote equality and inclusion, acknowledging individual differences and uphold the rights and responsibilities of all our young people and staff, and to challenge any discriminatory practice

Be actively involved in the effective planning, preparation, supervision and review of all routines, social and recreational activities, on and off-site for young people and the waking day curriculum

Build and maintain a professional positive manner with young people, staff, parents and other visitors

When involved in direct care work, ensure your input meets the standard required by legislation and as set out in policies and procedures

Ensure correct procedures are followed by all staff to support young people to develop their communication skills, access and practice a range of self-regulation strategies, build independent life skills and to thrive during their time at Hill House as they build resilience whilst discovering more of the world about them

Monitor the environment ensuring all areas are well-maintained, that they have the correct resources, inventories are current and the views and wishes of the young people are being sought about their home

Ensure the health care needs of the young people in the home are met at all times. This may involve requesting, administering and auditing prescribed medication as agreed in their plans and in accordance with policies and procedures

Identify the social and emotional needs of the young people and ensure that staff act in a way which promotes positive self-esteem. Alongside other staff, support their well-being by helping to maintain their interests and enabling them to keep in contact with family and those who are important to them

Have knowledge of and oversee the young people, using this knowledge to contribute to assessments and care planning. This will include auditing records, provision of information to other staff, liaising with families, representing a young person's preferences and wishes, where appropriate, and contributing to case reviews

Use the knowledge of a young person's needs to promote learning whilst taking part in activities or the waking day curriculum. This knowledge will also be used to support them during preparation for and move to a new home

Be fully aware of a young person's behaviour and performance, record observations accurately and use this information to inform team practice, formal assessments, care plans and case reviews

Be prepared to and pass an assessment to drive the minibus if required (for this you would need to hold a full driving licence)

## **Senior Support Workers (Day and Night)**

The role of the Senior Support Worker is to provide guidance, support and encouragement to young people in a variety of settings including their home, the classroom, on and off-site activities.

It involves enabling our young people to develop by providing physical and emotional support.

The emphasis is on working as part of a team to maintain a stable, happy and caring environment that puts the health, safety and well-being of our young people first.

Main duties and responsibilities include:

Build good positive professional relationships with the young people and other staff

Maintain a safe, clean and enjoyable environment to live and work in, this will involve some domestic duties

Know and actively promote a young person's specific needs and help meet those needs in the most appropriate way following all relevant policies and procedures

Assist young people with their health and well-being needs and to monitor their condition e.g. by checking temperatures, heights and weights etc., and contribute to all linked record keeping in the Master Care File

Help our young people to maintain their personal cleanliness, general hygiene and appearance; this may include intimate care as required and if trained to do so

Keep up to date with and actively promote a variety of communication/information systems

Attend and take an active part in meetings as appropriate

Support young people towards managing their own behaviour by using the skills and approved approaches

Promote equality and inclusion, acknowledging individual differences and uphold the rights and responsibilities of all our young people and staff, and to challenge any discriminatory practice

Do everything possible to protect our young people from any form of abuse from staff, visitors or each other and ensure staff follow safeguarding and child protection policies and procedures

Take reasonable care for the health and safety of yourself and of others. This means understanding hazards in the workplace, to comply with safety rules and procedures and ensure that anything you do/or don't do does not put yourself or others at risk. This includes contributing to a safe and secure environment for our young people

Write accurate and comprehensive contributions for review reports, Postcards Home etc. and keep written records for monitoring purposes as required

Complete mandatory MYRUS modules on time, attend training courses as required, and be prepared to achieve qualifications appropriate to the role at any particular time

Attend work reliably and punctually, following the shift pattern, and be prepared to work overtime if the need arises to maintain quality standards within the home

Support our young people when preparing for and moving from one home to another, actively liaising with all concerned

Have knowledge of relevant standards and how these are implemented in the home. Ensure that you keep yourself up to date with all procedures and policy changes and actively, disseminate information to ensure your team members are aware

Be prepared to and pass an assessment to drive the minibus if required (for this you would need to hold a full driving licence)

Be actively involved in the effective planning, preparation, supervision and review of all routines, social and recreational activities, on and off-site for young people and the waking day curriculum

Complete activity planners for on and off-site activities where agreed by senior managers

Give constructive feedback to team members to improve their performance and be a mentor as part of giving regular supervision and an annual appraisal

Notify management promptly of any matters relevant to the well-being of young people

## **Support Workers (Day and Night)**

The role of the Support Worker is to provide guidance, support and encouragement to young people in a variety of settings including their home, the classroom, on and off-site activities.

It involves enabling our young people to develop by providing physical and emotional support.

The emphasis is on working as part of a team to maintain a stable, happy and caring environment that puts the health, safety and well-being of our young people first.

Main duties and responsibilities include:

Build good positive professional relationships with the young people and other staff

Maintain a safe, clean and enjoyable environment to live and work in, this will involve domestic duties

Know and actively promote a young person's specific needs and help meet those needs in the most appropriate way following all relevant policies and procedures

Assist young people with their health and well-being needs and to monitor their condition e.g. by checking temperatures, heights and weights etc., and contribute to all linked record keeping in the Master Care File

Help our young people to maintain their personal cleanliness, general hygiene and appearance; this may include intimate care as required and if trained to do so

Keep up to date with and actively promote a variety of communication/information systems

Attend and take an active part in meetings as appropriate

Support young people towards managing their own behaviour by using the skills and approved approaches

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Complete activity planners for on and off-site activities where agreed by senior managers

Notify management promptly of any matters relevant to the well-being of young people

## Staff Code of Conduct

Staff must be aware that it is their responsibility to comply with all legislative and regulatory requirements relating to their role and must conduct themselves in a professional and appropriate manner at all times both inside and outside the workplace

We encourage everyone to achieve and maintain the highest possible standards of behaviour and, as such, all staff should be familiar with the Hill House Code of Conduct and what is expected of you

This includes:

Behaviour in and out of work (including personal relationships among staff)

Dress code and personal belongings

Political activity

Criminal offences

Use of mobile phones and social media

## Being professional

Establishing a professional image helps staff maintain positive workplace relationships and present themselves appropriately

Being mindful of how you dress, speak and behave around others is important when fulfilling your duties or when trying to advance into a new role. Learning more about what a professional image is and understanding the steps to develop it can help you present yourself consistently at work

A professional image describes the way you conduct yourself at work and in other settings e.g. out and about in the community with a young person. It also involves the attitude you use at work and how others perceive you

Your professional image consists of four key components:

**Communication style** - Your conversation habits and the language you choose are both part of your professional image. This refers to how you speak about yourself, others and your work and the tone and words you use

**Behaviour and attitude** - Your mindset towards your work can have a positive or negative impact on your productivity, and others can often sense your attitude based on your behaviours. Taking initiative, addressing responsibility and encouraging others are all behaviours that reflect a professional attitude



**Non-verbal communication** – Non-verbal communication may include your posture, eye contact and hand gestures, all of which can convey your thoughts and emotions in ways in which you may not be conscious, but which can still affect how others perceive you

**Attire and grooming** - How you dress and style yourself for work and other gatherings impacts your professional image. Demonstrating attention to your appearance reflects confidence and gives others the impression that you understand your role in the workplace

## Use of Mobile Phones and Social Media

Online safety is part of our statutory safeguarding responsibilities and governed by our ICT – On Line Safety, including Acceptable Use Policy, which sets out how we keep our young people safe

Personal Mobile technologies should only be accessed in the staff room during break time unless with prior written approval of the Principal

Personal mobile phones should be left in the staff room or in staff vehicles and should not be kept upon your person whilst on duty

## Work phones

Each class and home have dedicated mobile phones. These are used to collect evidence of progress whilst young people take part in activities and the home phones are used to stay in touch with families

You can identify these devices by the very clear phone covers as below

If you see someone using a phone without ones of these, it may mean that they are using their own personal device. This is a safeguarding concern and needs to be shared with the designated safeguarding team straight away

Education Phones - **ORANGE**



Home Phones - **PURPLE**



## Social Networking

All staff at Hill House have an overriding responsibility to act and to conduct themselves at all times in a manner which makes a positive and active contribution to the education and welfare of the young people in our school and in our care

Staff must not have any images of Hill House young people or parents on their personal pages on social networking sites

Staff are discouraged from discussing the specifics of work over social media and must not name Hill House in any conversations or posts

Staff must not accept young people or parents as “friends” or “contacts” on these sites and must ensure the highest privacy controls are used at all times on their personal pages on such sites

Failure to do so is a disciplinary matter. Inappropriate adult behaviour which must be avoided also includes:

- Talking inappropriately about sex lives and personal relationships particularly in front of students

- Being alone with young people in a group setting for unusually long periods of time without good reason

- Showing unusual interest in one specific young person

- Use of personal devices where messages, browsing, calls or texts take attention away from supervising young people

## Best Practice

Staff should not access social networking pages on school computers, tablets or mobile devices

The school will not allow access to social networking sites such as Instagram, Snapchat, Facebook or Twitter for young people or staff

Young people will be advised never to give out their personal details of any kind which may identify them, their friends or their location

Young people and parents/guardians will be advised via our safeguarding newsletters that the use of social network spaces outside school brings a range of dangers for our young people

Personal mobile phones should be left in the staffroom or in your car and NOT carried with you throughout the day. Phones should only be used in the staffroom during breaks and not in any other location

If you have any social media account e.g. Facebook, please remember this is for your personal use only. You must not have any images or references to the young people in our care, yourselves at work, your colleagues or Hill House and The Cambian Group

We must respect the dignity of our young people and keep them safe!

We all have a responsibility to report anything that we see that we are uncomfortable with

It is important for you to think through the possible implications of using social media as failure to keep to the required standards could be a disciplinary matter

Always remember that you are personally accountable for what you say and do on-line

Please refer to the **Hill House Online Safety policy** for further information



## Mindfulness

It can be easy to rush through life without stopping to notice much and preparing yourself properly both physically and mentally for your work day is important

Paying more attention to the present moment – to your own thoughts and feelings, and to the world around you – can improve your mental wellbeing

Some people call this awareness "mindfulness." Mindfulness can help us enjoy life more and understand ourselves better. You can take steps to develop it in your own life

## What is mindfulness?

Mindfulness involves paying attention to what is going on inside and outside ourselves, moment by moment

It's easy to stop noticing the world around us. It's also easy to lose touch with the way our bodies are feeling and to end up living "in our heads" – caught up in our thoughts without stopping to notice how those thoughts are driving our emotions and behaviour

An important part of mindfulness is reconnecting with our bodies and the sensations they experience. This means paying attention to the sights, sounds, smells and tastes of the present moment. That might be something as simple as the feel of a banister as we walk upstairs

Another important part of mindfulness is an awareness of our thoughts and feelings as they happen moment to moment

## How mindfulness helps mental wellbeing

Becoming more aware of the present moment can help us enjoy the world around us more and understand ourselves better

When we become more aware of the present moment, we begin to experience afresh things that we have been taking for granted

Mindfulness also allows us to become more aware of the stream of thoughts and feelings that we experience, and to see how we can become entangled in that stream in ways that are not helpful

This lets us stand back from our thoughts and start to see their patterns. Gradually, we can train ourselves to notice when our thoughts are taking over and realise that thoughts are simply "mental events" that do not have to control us

Mindfulness can help us deal with issues more productively. We can ask: "Is trying to solve this by brooding about it helpful, or am I just getting caught up in my thoughts?"

Awareness of this kind may also help us notice signs of stress or anxiety earlier and deal with them better

## How to be more mindful

Reminding yourself to take notice of your thoughts, feelings, body sensations and the world around you is the first step to mindfulness

**Notice the everyday** - As we go about our daily lives, we can notice the sensations of things, the food we eat, the air moving past the body as we walk

**Keep it regular** - It can be helpful to pick a regular time, such as a morning journey to work or a walk at lunchtime, during which you decide to be aware of the sensations created by the world around you

**Try something new** - Trying new things, such as sitting in a different seat in meetings or going somewhere new for lunch, can also help you notice the world in a new way

**Watch your thoughts** - Some people find it very difficult to practise mindfulness. As soon as they stop what they're doing, lots of thoughts and worries crowd in. It might be useful to remember that mindfulness isn't about making these thoughts go away, but rather about seeing them as mental events that come and go. This can be very hard at first, but with gentle persistence it is possible. Some people find that it is easier to cope with an over-busy mind if they are doing gentle yoga or walking

**Name thoughts and feelings** - To develop an awareness of thoughts and feelings, some people find it helpful to silently name them: "Here's the thought that I might fail that exam" or: "This is anxiety"

**Free yourself from the past and future** - You can practise mindfulness anywhere, but it can be especially helpful to take a mindful approach if you realise that, for several minutes, you have been trapped in reliving past problems or pre-living future worries

## Different mindful practices

As well as practising mindfulness in daily life, it can be helpful to set aside time for a more formal mindfulness practice

Mindfulness meditation involves sitting silently and paying attention to thoughts, sounds, the sensations of breathing or parts of the body, bringing your attention back whenever the mind starts to wander

Yoga and Tai-Chi can also help with developing awareness of your breathing



# A Typical Day

## Monday to Friday

A typical day at Hill House ...

07.00 – 08.45	Young people rise, choose to have a bath or a shower and then get dressed and have breakfast. If it is a week day during term time, young people will then prepare for school or college
08.45 - 09.00	Walk to school or college
09.00 – 12.00	Education time including Mindfulness Hour
12.00 – 13.30	Choose Lunch at Let's Eat! Then eat in café, outside or at home. Relax, exercise and socialise
13.30 – 16.00	Education time
16.00 – 18.00	Return home – relax and change clothes if desired.  Tea time – young people have their meal in their homes. After they have eaten they can relax
18.00 – 19.30	Access the range of activities available on-site including after school clubs and sometimes trips out for meals, shopping and other activities
19.30 onwards	Supper, slowing down and getting ready for bed

At Weekends, there are always a range of activities on offer for young people to access on and off site

Young people are encouraged to make choices about what they would like to do

Family visits are scheduled and supported as needed

## Making a Home

We aim to provide a nurturing environment for all our young people that not only meets their day-to-day needs but is also welcoming and supportive

While it is a place of work for **you**, it is important to remember that it is first and foremost a home for our young people so we encourage staff to think of it as a “home from home” and to treat it with as much respect as they would their own home

There are lots of ways to make a place feel welcoming and homely



### Some simple ideas for making a home feel more `homely`

- It only takes a few minutes to run a vacuum cleaner around – encourage the young people to help!
- Make the beds
- Wash dirty dishes – don't leave them on the side for someone else to do - or return them to the Café/Kitchen as soon as possible
- Stack and empty the dishwasher properly, making sure it's clean
- Be vigilant about food storage and “day dots” in fridges
- Wipe up spills immediately
- Keep surfaces clear of clutter
- Deal with laundry promptly (both dirty and clean)
- Use washing machines and other appliances appropriately to avoid blockages and breakages
- Encourage everyone to sort and take rubbish out - Remember our 3Rs mantra: **Reduce Reuse Recycle**

Not everything needs to be locked away – remove unnecessary locks wherever possible - see the section on Safe Access

Define each space with expectations;

- Does the lounge look like a comfortable and welcoming place to sit?
- Is the music or TV too loud?
- Are there appetising smells coming from the kitchen?

- Do all the young people have their meals together at the kitchen or dining table? Are staff leading by example and role-modelling?
- Do the beds look comfy and inviting?
- Is there evidence of who lives in the home e.g. photos, personal belongings, artwork created by the young people?
- It's the little things that matter – plugs for sinks, toilet rolls refilled in bathrooms, soft towels, matching bed linen, personal care items e.g. pads, put away
- Make use of outdoor spaces – bring the outdoors indoors with plants and flowers where it is safe to do so

Be organised;

- Make sure clean clothes, bedding and towels are all labelled, in a good state of repair, and put away promptly
- Keep personal belonging inventories up-to-date – take photos if needed to help with laundry, tidying and lost property
- Plan, cook and eat meals together
- Promptly report and log all damage and requests for repairs on Maintenance Manager
- Keep paperwork in the office wherever possible
- "Tidy Up Time" can be fun when the young people are involved
- Store shared activity resources (books, DVDs, games, arts and crafts, toys etc.) so that they are easily accessible (where safe to do so) and encourage everyone to put them away properly when finished with

A place for everything and everything in its place

## Laundry

Staff need to help to teach young people how to look after their clothes, when to get changed, where to put dirty clothes, how to wash and dry clothes and how to put clean clothes away



Please see this guidance regarding management of laundry;



## Making a bed

The primary focus of making a bed is to ensure it looks cosy and that the young person is happy to go to sleep in it. The priority should be soft, clean and comfortable bed linen

Consider the following;

- Has the young person chosen their own bed linen? Is it labelled? Is it in good condition and does it match?
- Are you using bed linen belonging to another young person? If so, return it to its rightful owner
- Support the young person to make their own bed wherever possible
- Check the mattress protector. Is it clean and in good condition? Replace it if needed and ensure it is fitted properly

Staff need to support the young people to learn how to make their own bed. Step by step directions will help with this

How to make a bed;

1. Place the sheets. Lay the fitted sheet on the bed, aligning the corners of the sheet with the corners of the bed. Check the sheet is not inside out with the seams exposed
2. Add the flat sheet (if using one) and tuck it in – do you know how to do a hospital corner? Check out YouTube for a quick step-by-step guide!
3. Spread out the duvet. Make sure the cover is not inside out and that the duvet is properly inserted so that it lies flat on the bed. Have all the poppers or buttons been fastened?
4. Finish with pillows and soft toys (if appropriate)



## Safe Access

Just as in a family home, young people should be able to access all shared areas in their home at Hill House unless there are specific reasons why this would not meet their needs

We try hard to consider and balance the need to keep our young people out of harm's way with opportunities to teach them about how to interact with their environment in a safe way

What can you do?

- Be familiar with the Hill House [Guidance on Keeping Safe in the Home](#)
- Be familiar with the [Individual Risk Assessments](#) of all the young people in your care and implement any measures that are needed to keep them safe
- Look at ways to support a young person to develop independence and confidence
- Regularly review the [Individual Risk Assessments](#) and aim to always work towards the least restrictive environment possible and open up the environment wherever possible



## Healthy Eating

We are always looking for ways to improve the eating experiences for our young people

Our aim is to provide a quality service that includes the provision of a variety of food with healthy options, plenty of choice and the promotion of a social dining experience through role-modelling and cooking together

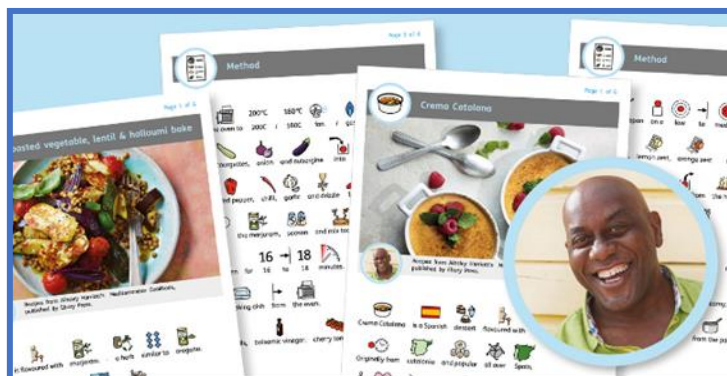
Wherever possible, avoid buying fast food and sugary snacks, except as an occasional treat

Healthy snacks are available from the kitchen

During the day, everyone is encouraged to enjoy a meal with the young person in the **Let's Eat Café**

The **Hill Fresh** initiative encourages homes to also plan, prepare, and cook meals together. The kitchen will be more than happy to provide a box or bag filled with ingredients and can help with suggestions and recipes

Symbol-supported recipes are available in the Let's Eat folder on the Data drive (Kitchen)



Try to make use of the fresh seasonal vegetables available from our allotment!



Think: Health and Happiness

Think: Allotment to Plate

Studies have shown that being outdoors and growing your own produce can significantly improve mental and physical health and wellbeing, with happiness levels increasing and anxiety levels decreasing after spending time connecting with nature

It can also stimulate the senses, providing a relaxing and peaceful experience for everyone involved

**Allotment to Plate** aims to encourage our young people to grow fruit, vegetables and herbs, particularly during the spring, summer and autumn months from March to October, and then to get creative in the kitchen by using the food they have grown as ingredients in their own cooking

If you can't make it to the allotment, why not try growing fresh herbs on a window sill

Please refer to the Hill House policy on **Food and Healthy Eating in the Home**



## Let`s Eat Café

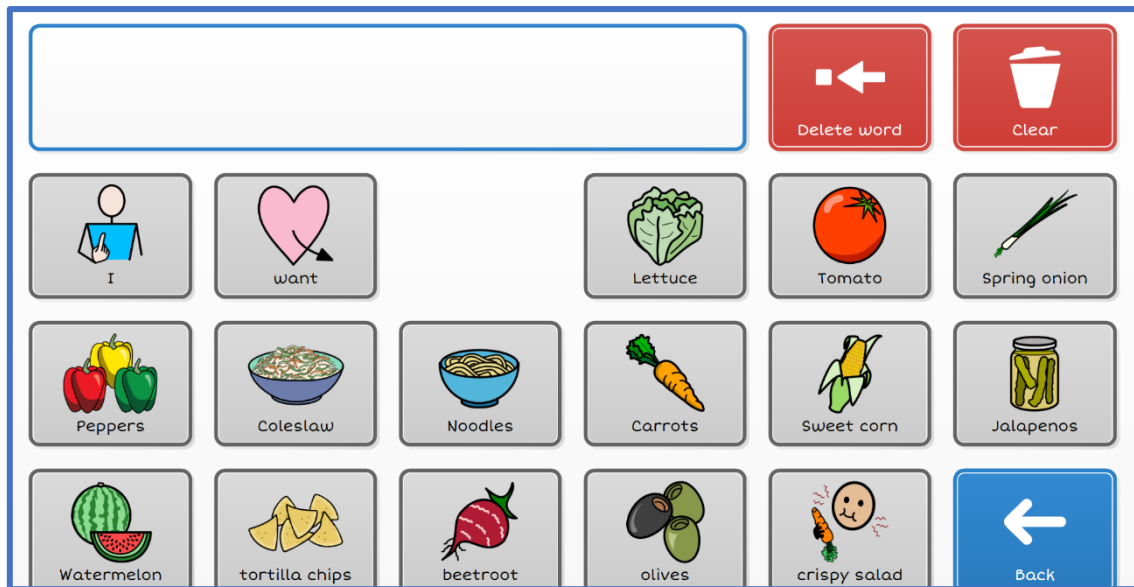
The whole impetus for creating the **Let`s Eat Café** was about offering choice – and the importance of this for our young people who often have had so many decisions made on their behalf

Our hope is to give a ‘Pret a Manger’ feel – with a range of fresh and tasty options for our young people to choose from each day - their choice, their voice

In addition to this choice, they can also choose to eat in the café, outside, or to take their lunch back to their home

The **Hill Fresh** initiative also comes from the same place – the option of choosing a meal to cook in the home with the right ingredients and easy to follow visual recipe – something we all take for granted in our own homes!





## Food Hygiene

All staff are expected to undertake mandatory training in Hygiene and Food Handling as part of their induction process

This training covers the following areas:

- The safe purchase and transportation of food; the safe storage and shelf life of various food products; the risks of failing to observe good practice in hygiene and food handling; basic understanding of simple bacteria and the processes by which food can become harmful; the necessary precautions to avoid contamination of food during preparation; rules governing the disposal of waste food; how to maintain and monitor a fridge and freezer at the correct temperature
- Knowledge of how to maintain hygiene of food preparation areas using appropriate cleaning products and how to ensure that chopping boards, knives and other implements are kept separate for tasks relating to different kinds of food items as appropriate to the levels required in the home

Young people are helped to understand the importance of hygiene and food handling as part of the process of preparing them for independence

As part of Health and Safety/Fire training, staff should be made aware of the specific hazards that kitchen appliances can present

## Storing, cooking and re heating food

### Tips for Good food safety;

- Food that does not require refrigeration or freezing must be kept in a clean cupboard and rotated for date expiry

- Ensure your fridge is working at below 8°C by checking it with an independent thermometer
- 8°C is the legal requirement but it is good practice to keep them between 1°C to 5°C
- Fridge temperatures should be checked daily and recorded on the **Fridge/Room Temperature Record**. Once completed, these checks should then be added to the QAKPI
- If the fridge is not operating correctly within these guidelines, make sure you tell someone so it can be fixed
- Ensure the freezers are working between -18°C to 21°C

Store cooked and ready-to-eat food ABOVE raw food and keep all food covered or in containers that are labelled and dated. See information on Day Dots below

### Day Dots for fresh food

Fresh foods should be given a **THREE-DAY** shelf life

- The day the product is made or received into the home is classed as Day 1 - the product should then be given a further 2 days e.g. food that is made and put in the fridge on a TUESDAY should be given a date label of THURSDAY. This food should then be thrown away at the end of day on the THURSDAY if it has not been used
- Put the date the food is to be thrown away, if not used, on the Day Dot label

All old Day Dot labels MUST be removed from the container

**Food should never be re-dated**

### Day dots for frozen food

Frozen foods are given a **FOUR-DAY** shelf life

- 1 day defrost PLUS 3 days kept in the fridge e.g. food taken out of the freezer on a TUESDAY would be given a FRIDAY day dot. This means that the food should be thrown away at the end of the day on the FRIDAY
- Food MUST only be thawed in a refrigerator
- Put the date the food is to be thrown away, if not used, on the Day Dot label

- All old Day Dot labels MUST be removed from the container

## Food should never be re-frozen once thawed

### Food probes

When cooking or reheating food in the home, the temperature MUST be checked with a food probe

One should be available in your kitchen at all times and must be checked weekly. The date of these checks should be added to the QAKPI

### Bedtime

Good sleep is essential to a happy, healthy lifestyle

It is important that we support the young people to prepare for sleep by providing a peaceful and settling evening. This may involve having a nice relaxing bath with some bubbles, listening to some quiet music or having a calming cup of tea

Some young people will prefer to spend time alone in their bedrooms, whilst others enjoy a bedtime story

Then it is all electronic devices away and lights off and time for sleep

The mornings are also an important time, helping the young people to get ready for their day by learning how to wash or shower, choose what they would like to wear, choose breakfast, brush their teeth and if it is during the week, get ready for school or college

The weekends can be more relaxed where some young people prefer to have a lie in and a slow start to their day





## Nurture

A nurturing approach has been promoted as key to supporting behaviour, wellbeing, attainment and achievement in schools

A whole school nurturing approach can support young people to reach their full potential and improve outcomes

Recognising that children have different experiences in their lives enables the appropriate support to be put in place to allow them to grow and develop

Hill House offers **Nurture**, **Extra Nurture** and **Super Nurture** dependent on the individual's needs

All levels of the nurture approaches are based on the 6 principles of nurture;

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transitions in children's lives

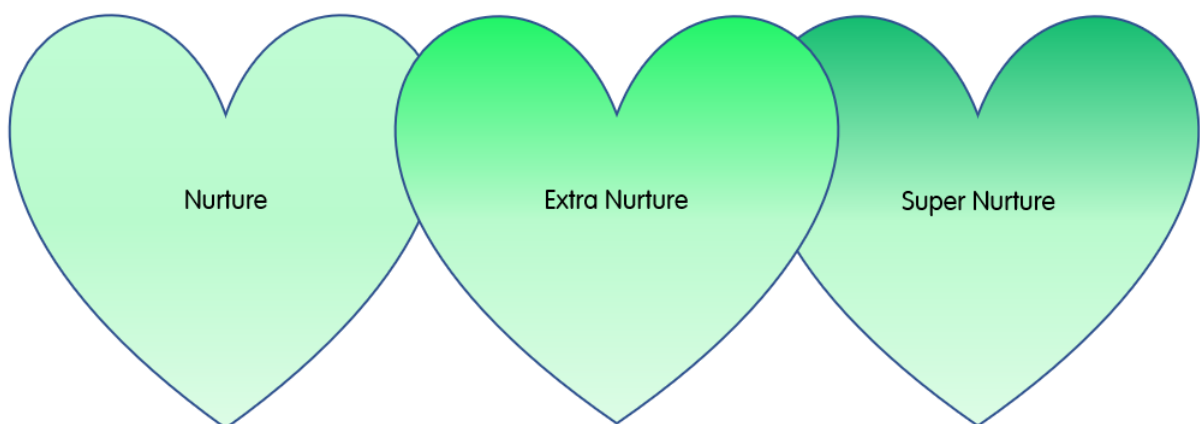
In order for a young person to access the Super Nurture approach, evidence will be gathered through analysis of incident data, direct observation and the views of their staff team

The Super Nurture framework includes input from an experienced multi-disciplinary team and a bespoke package will be developed for the young person

## Nurture work and the Green Room

<p>All young people receive Nurture at Hill House</p> <p>Compassion, safety and trust are underpinning all elements of the young person's experience</p>	<p>Sometimes a young person may need extra Nurture for a short period of time with the nurture Team i.e. if they move to a new home, express their emotions in the Yellow/blue/Red zone more frequently for them</p>	<p>Sometimes a young person has a Diagnosis / Bereavement / Insecurity and may need a longer period of time with the Nurture Team</p> <p>BST will be led by Psychology to create an appropriate and bespoke approach to support building resilience and positive relationships</p>
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Therapy team	Intensive interaction	Clinicians input
House Manager	Special event to be planned	Additional strategies
Well trained staff	Sensory activities	Regular sessions, long term
Well being	Talking mats	Additional staff training
Project Home	Reflections	Family support
Reflections	Zones of Regulations	OT support i.e. womb space
Zones of Regulations	Play sessions	Play sessions
Therapeutic Play	Role Modelling	Sessions with BST/Other



# Young people`s views, wishes and feelings



## Voice and Choice

Young people have a right for their voice to be heard and every opportunity is taken to involve them in their own everyday decisions

It is vital that we listen to our young people and give them an opportunity to express how they are feeling and enable them to be able to ask for help and support when needed

These opportunities are integrated into a young person's day and individual strategies and tools are developed to enable all young people to be able to leave Hill House with the skills needed to be able to communicate their feelings and preferences effectively

## Individual choices

Making decisions is an important life skill and one that we really aim to promote for our young people

Young people are supported and encouraged to make choices about a whole range of daily options such as what they would like to eat; which clothes they would like to wear; what activities they would like to take part in and how they would like their home to be decorated

Understanding capacity around choices is vital and we will always assume capacity for day-to-day decisions, seeking assessment of capacity for those bigger life decisions

## Talk Pads

All of our young people have access to SMARTBOX AAC devices to help them to communicate and have more independence

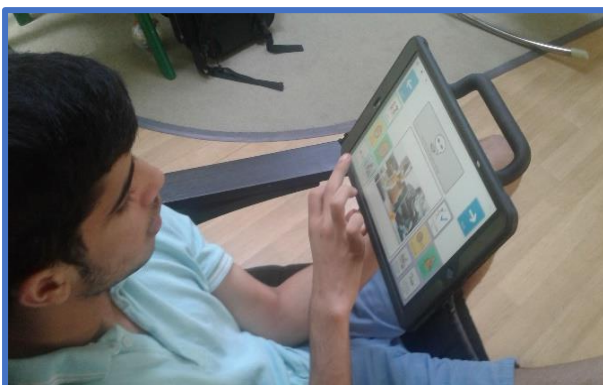
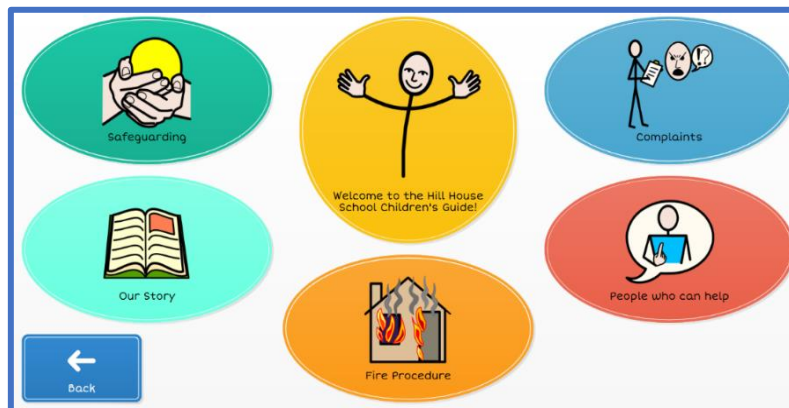
The Talk Pad enables our young people to have a voice and to be able to make a range of choices and preferences throughout every aspect of their life from choosing lunch in the school café to being able to communicate how they are feeling to taking their device out and about, communicating with others

The Children's Guide is on every Talk Pad so that young people can be reminded who they can talk to and where they can go for help and support if they are worried



Device training and support is provided to staff and ongoing clinical support is given where needed to make sure the young people receiving devices are supported throughout their AAC journey

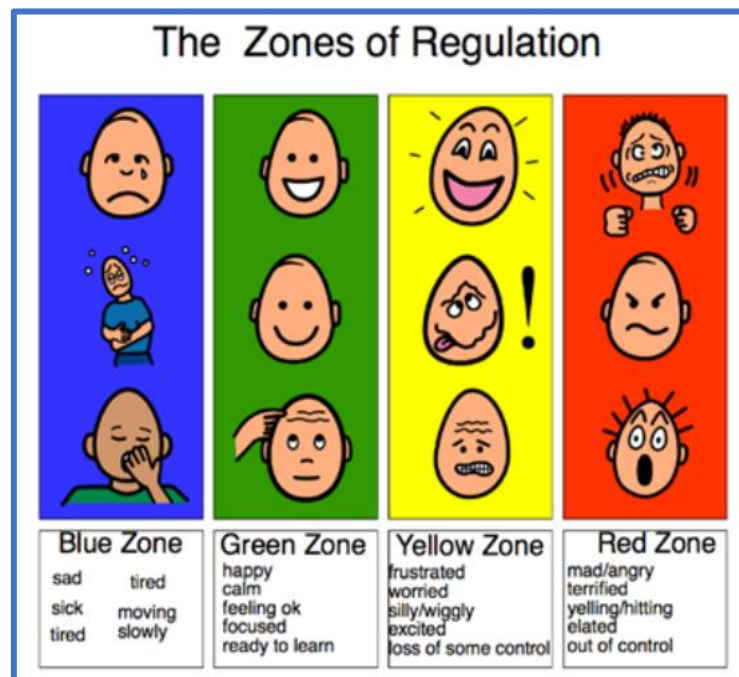
We can measure the impact of AAC and how it affects people's behaviours, their individual goals and the team supporting them



## Zones of Regulation

The therapy and behaviour support teams have developed support for our young people so that they can learn about and understand their emotions in a way that is accessible to them, in order for them to develop some self-regulation skills for the future

The young people are learning how to identify which zone they are in and adding strategies to their 'Zones of Regulation Toolbox'



## Check ins

There are four types of debriefs that the young people can access:

- Calming choices – Offering support directly after the incident to regulate back to the **green zone**
- Reflective toolbox – A learning opportunity to reflect on the incident
- Social Thinking Reflection – Supports the young person to develop social skills to help them to problem solve
- Check in – Checking on the emotional wellbeing after young people have been exploring each other's social boundaries

Today [student] [behaviour displayed] Alfie.

? How does Alfie's [affected body part] feel?

ok Painful

? How does Alfie feel?

OK Sad

worried Happy

I can use my voice, symbols and signing with staff to tell them how I feel.

Staff will help me feel happy and safe.

Staff name: \_\_\_\_\_ Date: \_\_\_\_\_

Reflection Time

Keeping Safe

Let's Remember!

This links to the Children's Guide that is on each young person's Talk Pad and leads to clever actions

← Back Delete word Today Clear → Next

My Flat Classroom

Around the School Out and About

← Back Clear I did... Delete word → Next

Assembly English Maths PSHE

PE Thematic Learning Expressive Arts Jobs

I Like I Dislike

Home

How do you feel?

Happy Sad Excited Worried Angry

## Work on consent

Young people learn how to interact with each other in a socially acceptable way. They learn how to keep themselves safe and how to say "no"

The Talk Pads provide a way to present information and teach these concepts using a range of visual resources

The image displays three screenshots of a digital interface designed for teaching consent, likely using a tablet application.

**Top Screenshot:** This screen is titled "Practicing giving consent". It features a blue "Back" button in the top left corner. The main content area contains three interactive options: "Choose how to greet your friends" (illustrated with two stick figures), "Giving my consent" (illustrated with a hand making an "OK" gesture and a mouth), and "Practicing giving consent" (illustrated with a stick figure writing on a notepad, a drum, and a ball).

**Middle Screenshot:** This screen is titled "High Five". It shows two stick figures, one in a red shirt and one in a green shirt, performing a high five. To the right is a blue "Next" button. Below the main illustration are two response buttons: a green "Yes" button with a smiling face icon and a red "No" button with a sad face icon.

**Bottom Screenshot:** This screenshot shows a lesson summary for "PSHE" (Personal, Social, Health and Economic education). It includes a photo of two students interacting, a grid of icons representing various social skills, and a text box that reads: "This term, Zyed and his friends have been exploring the theme of consent in class. He has used the Talkpad to choose ways to interact with a chosen friend, and to give or decline consent to interactions. This activity is supporting Zyed's understanding that he is in control of what happens to him and his body." There are also two smaller photos showing students in a classroom setting.



## Advocacy

Advocacy is the process of representing the views, wishes and feelings of the young person in matters which affect them, or, of enabling them to express their views, wishes and feelings themselves

All our young people have access to appropriate advocacy support. They can reach out to a member of staff that they trust or an independent person who can help and advise them

The Independent Advocate for Hill House is Jose Adams

Both of these posters should always be available to the young people, either displayed in the home or on their individual Talk Pad device

**HAVE YOUR SAY**

# Your NYAS Advocate is...

**Jose Adams**

**NYAS email**  
jose.adams@nyas.net

**NYAS telephone**  
07768 793185

**NYAS Helpline**  
0808 808 1001

"I enjoy being outside especially walking, cycling and gardening. I see as much live music as I can and I support Barnsley FC. I have a cat I rescued from Portugal called Paolo."

**We are always on your side**

**We make sure your wishes and feelings are listened to and taken seriously**

**We are independent and work just for you**

**nyas** national youth advocacy service









Telephone 0808 808 1001 Email [help@nyas.net](mailto:help@nyas.net) [www.nyas.net](http://www.nyas.net)  
 NYAS.yo @NYASServices








... If you are not happy about something, you can complain or give suggestions.




You can talk to Kate or someone in your team if you want to.






## Home Chats



Young people should be invited to take part in regular "Home Chats" and given the opportunity to make a whole range of choices about what they would like to cook, where they would like to go and what they would like to do

 Next  Saturday  we  are  going to  cook  our  dinner.

 Which  food  would  you  like  to  cook?

 Burger  and  chips

 Kale  Pesto  and  Chicken  gnocchi















 This week  we  are  going to  have


 a  Beeches  home  chat  to  decide


 what  movie  we  would  like


 to  watch  on  saturday  night

 what  movie  would  you  like  to  watch  on  Saturday

 night  ?







## Time with family

We work really closely with all families to support them to stay in touch with their son or daughter and to spend time together

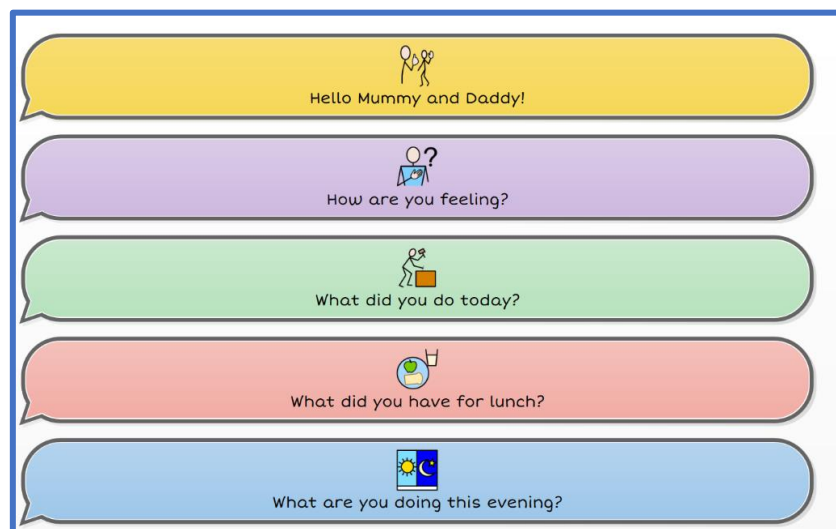
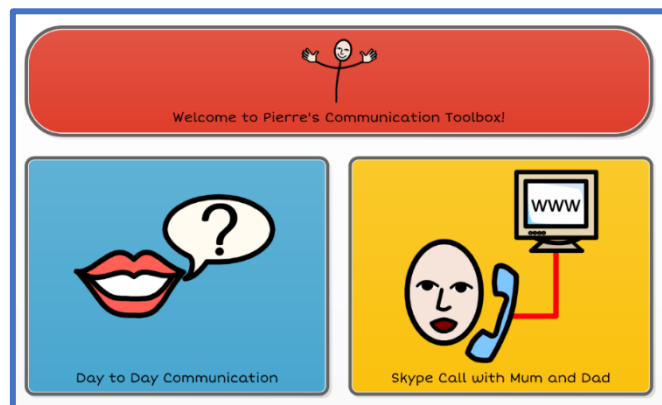
Some families are able to have their son or daughter at home for short stays, whilst for others it works best to come and visit at HHS

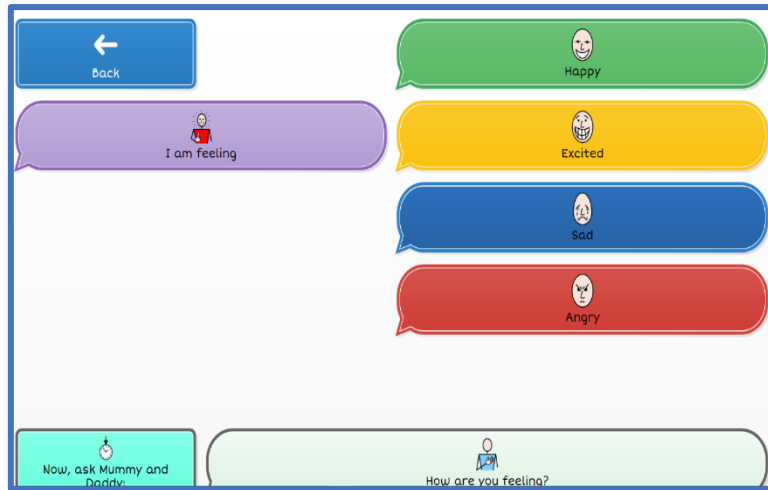
In between visits there are lots of opportunities for Face Time calls

## Supporting conversations with family over Facetime

Some young people really enjoy seeing their families via Face Time but for others it can be confusing

The Talk Pads provide a valuable way to support the calls, having a visual scaffold / structure to prompt conversations

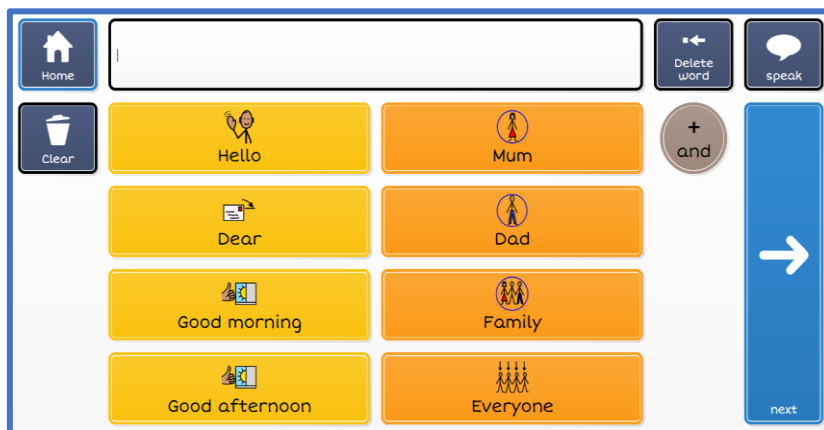




## Writing letters home

On occasions, young people compose a letter home, often using their Talk Pad. This is an opportunity to share how they might be feeling and to celebrate achievements

“Let’s write a letter!”



Home [ ] Delete word speak

When? Who? What doing? What? Where?

← This week I enjoyed french in the hub. →

Back Today you learnt maths in class 3. next

Home [ ] speak Delete word clear

← Bye for now, Love from, →

Back Speak soon, Write again, Anuj!

+ ? = ?  
 Hello Mum and Dad How are you? How has

your week been? This week I watched

Lion King at the theatre. I thought

the Lion King was fun. This week I spelt out

words in class 3. I thought phonics

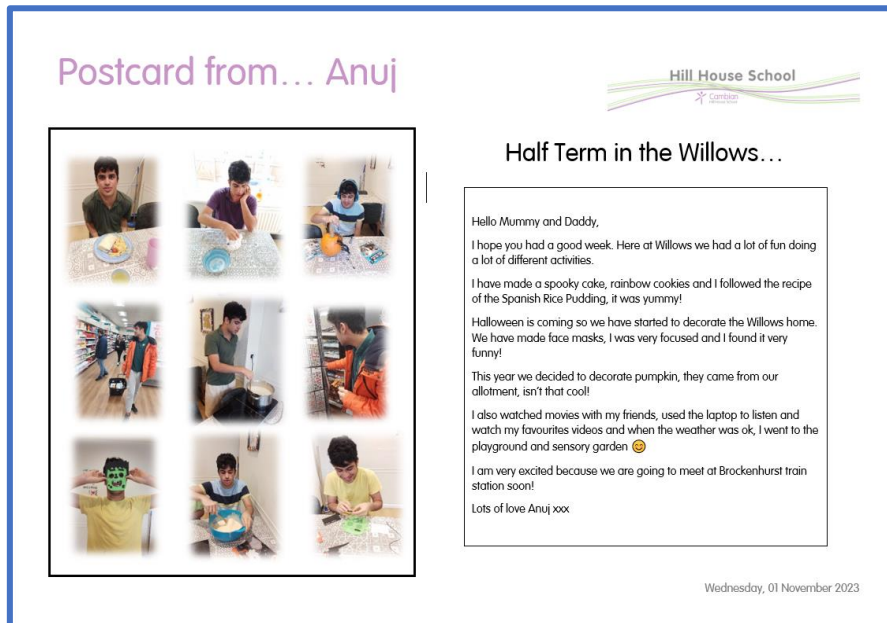
was interesting. Bye for now, Love from, Anuj!

## Postcards home

As well as visits, letters and Face Time calls, we send a postcard home each week from the young person

This celebrates their week and shares the activities they have been enjoying as well as the achievements they have made


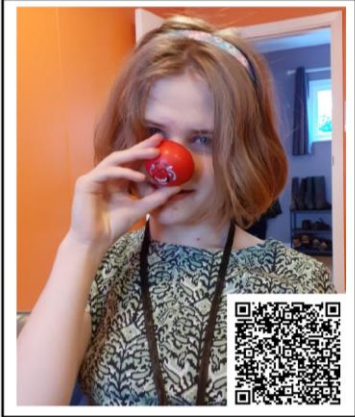
The care and education team contribute to the postcards and they are also full of lovely photographs for the family to see



Key tips when putting the Postcards together:

- Make sure you are working on the same / current template each week
- Try not to be repetitive each week and ensure that the content is tailored to the individual – avoid copying and pasting from another young person's postcard
- Check spelling and grammar
- Take lots of photographs and only include current ones
- Make sure that the postcard is completed by the deadline - Thursday for that week - as it is sent out to families on the Friday

**Postcard from...Holly**





On Friday 15<sup>th</sup> March, Hill House School will join thousands of other schools up and down the country coming together to spread joy, have fun, and raise money for those who need it most.

On Red Nose Day, I plan to join "The Rebellion" where my friends and I all get to choose how we want to rebel in school. I will probably wear a red nose and watch Animaniacs all day.

If you would like to donate or sponsor me to be a "Rebel with a Cause," you can either scan the QR code below or visit our JustGiving Page!

[www.justgiving.com/rnd24-hill-house-school](http://www.justgiving.com/rnd24-hill-house-school)



Friday, 01 March 2024

## Education time

### Curriculum Expectations

By the end of their curriculum journey at Hill House, we expect our young people to be able to explore, learn, develop and generalise knowledge and skills in the following key areas:

Communication

Self – Regulation

Resilience

Increasing Independence

Discovery

Please see the *Education Handbook* which can be found on the Hill House website –

## Working in the classroom

We need to support the young people to get to school on time each day and to re-establish the education day routine after any holidays. This will involve helping them to get up and get ready for school during the week, helping them to put on their school uniform and pack their rucksack

The home teams should help to bring the young people up to the classrooms ready to start school at **9am** and again at **1.30pm** in the afternoon.

The teacher and STA will be waiting in their classrooms with the morning / afternoon activities set up and ready to go

## EHCP and IEPs

Working in the classrooms and colleges is a big responsibility as we are all educators

We really value the skills and expertise that all staff bring to the classrooms each day

Our role is to support the young people to achieve their EHCP outcomes, learn and develop new skills and knowledge and help them to develop a love of learning

Each classroom and college has a dedicated staff team in order to provide consistency of support for the young people

Each young person has a range of IEP targets linked to their overall EHCP Outcomes. These fall under the following areas;

<b>Cognition and Learning</b> Literacy - Topic
<b>Cognition and Learning</b> Reading and Phonics
<b>Cognition and Learning</b> Numeracy Topic
<b>Cognition and Learning</b> PSHE/RSE
<b>Cognition and Learning</b> Thematic Learning
<b>Cognition and Learning</b> Science - One Planet Living
<b>Communication and Interaction</b> (Talk Pad)
<b>Social and Emotional</b> (Zones)
<b>Physical, Sensory &amp; Personal Development</b>
<b>Preparation for Adulthood</b> OCR, Out and About/Work Related Learning

The team will need to ensure that they are familiar with the young people's EHCP outcomes and their current IEP targets for that term. The targets are recorded termly on the students IEP which can be found in their Master Care Plan



## Learning Journeys

Each young person has a **Learning Journey** which captures the journey that they have been on since they arrived at Hill House

The Learning Journeys indicate the barriers to learning faced by the young people at the beginning of their journey, the progress made along the way and the goals and learning aspirations for the remaining journey

Learning Journeys are reflected in the class and college displays and are also a key component of their Master Care Plan and used in annual review meetings to demonstrate progress

The learning journeys are reviewed alongside the IEP targets at the end of each term

The homes are invited to contribute to the learning journeys by completing the following slides;

Learning and thriving in the (name of home)

Increasing Independence	Self Regulation
<ul style="list-style-type: none"> <li>From their starting points our students will have developed a range of skills towards independence which best equips them to be able to live in modern Britain.</li> <li>Our students will have developed life skills around self care and daily living</li> <li>Our students with the knowledge and skills appropriate for them which helps to build their cultural capital so they are prepared and equipped for the next steps into adulthood.</li> <li>Our students will have developed their own understanding of autonomy whilst appreciating the relationships of their friends and the adults around them</li> <li>Our students will show confidence and ease when out and about and from starting points will have increased their access to the community and wider engagement in society.</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate an awareness, understanding and respect for their environment and of the world around them.</li> <li>Our students will have experienced success and have increased self-esteem and self-advocacy</li> <li>Our students will be able to use a range of systems of supported advocacy and will develop an awareness of self and sensitivity to others</li> <li>Our students will manifest attitudes and behaviours that demonstrate knowledge and understanding of <b>British Values</b> and what it means to be a good citizen of the planet.</li> </ul>

Learning and thriving in the (name of home)

Discovery	Out and About
<ul style="list-style-type: none"> <li>From their starting point we will expect that our students will have developed a love of learning leading to them being able to acquire, develop, practise, apply and extend their skills in a range of contexts across the curriculum</li> <li>We expect that our students will become confident, independent learners that encounter, engage and explore</li> <li>We expect that all of our students will participate in exciting learning experiences, opening minds, broadening their experience of already existing preferences and choices whilst developing new passions, hobbies and interests.</li> <li>We expect that our students to have had exposure to and to have learnt from the best that has been thought and said</li> <li>We expect that our students will have had the opportunity to experience feelings of awe and wonder developing their curiosity and feelings of responsibility.</li> <li>All our students will have consistently and regularly participated in learning experiences that promote their spiritual, moral, cultural, mental and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>Learning and thriving my experiences beyond Hill House</li> </ul>

## Tips when working in the classroom or college

- Ensure you know what the targets are for each particular lesson
- Try to take an active role in the lesson, encouraging the young person to engage and role modelling for them
- If a young person needs more than a verbal prompt, remember to encourage [Hand Under Hand support](#) where you are promoting independence and choice
- Try to ask the young person questions about what they are learning
- Look for opportunities to extend the learning where possible
- Encourage a [Love of Reading](#) and grab any opportunity to support a young person to read
- Support a young person to follow their sensory diet
- Support the young person to use their Talk Pad



- Support a young person to wear the appropriate clothing for an activity e.g. an apron when cooking or wellington boots to work in the allotment
- Ensure all recording has been completed – it is so valuable to give the class teacher feedback on how well a young person has done and whether they have achieved their target
- Help to tidy the classroom at the end of each morning and afternoon and encourage the young people to take an active role in helping to keep these spaces clean and tidy



## Professional conduct

We need to maintain professional behaviour at all times. Please remember the following:

- Try to remember to take off your coats and hats when indoors
- Wear appropriate clothing for certain activities e.g. wellies if you are spending time in the allotment
- Do not carry hot drinks even if they are in a travel cup. These should be enjoyed at break times
- Please do not sit on the tables
- Try not to talk about the young people in front of them. Conversations about a young person are best taken outside unless the young person is going to be involved
- Always try and use Language that Cares

## Enjoyment and Achievement

As part of this Quality Standard, we need to ensure that our young people are offered a wide range of activities both inside and outside of the home and that they are encouraged to participate in all of these activities

### Events

Some of our larger-scale events that happen every year include:

**Celebration Day** – the chance for the young people to celebrate their achievements at the end of the academic year with their friends and family



**Hill Fest** – Glastonbury Festival comes to Hill House and the young people have the opportunity to experience an eclectic mix of music in the summer sunshine



**Christmas Pantomime** – The [Treehouse Theatre](#) bring a festive performance to Hill House every December or January with puppets, songs and plenty of interaction

Often there is food arranged especially for these events, such as the New Forest Pizza Company, Fish and Chips, or an ice cream van. This is a good opportunity for all our young people to express their wishes and make choices for themselves

Staff should make every effort to let the young people engage with the vendors and make their own choices rather than collecting the food on their behalf



## Developing hobbies and Interests

We support young people to discover new experiences and to develop their own personal pursuits and hobbies. This could be learning how to play an instrument, a love of nature, exercise or art and craft

Activities will not only develop enjoyment but help to boost self-esteem and hopefully lifelong interests



## Activity Planning

At Hill House, we encourage all of our young people to participate in activities and trips, making use of trusted organisations, facilities and places of interest in the local community

Carefully planned and appropriate activities are not only fun but they give a young person the opportunity to achieve their full potential in all aspects of personal development by extending their range of interests, hobbies, and learning opportunities

Staff need to feel confident when arranging activities so as to maximise the benefits for each young person and to secure the welfare and safety of all concerned

This is done through proper planning and risk assessment and there are procedures in place to help you to do this

## Planning

We aim to offer our young people a wide range of activities that take into account their:

- age and abilities

- religious, cultural and medical needs
- EHCP and IEP targets
- care plans
- Individual Risk Assessments (IRAs)
- Behaviour Support Plans (BSPs)

Ideally, activities should be planned in advance for each week. This helps to show the focus and objective of each activity - how it links to the curriculum and IEP targets, fits in with One Planet Living (OPL) principles and to make sure you have all the resources that are needed e.g. staffing, tickets booked, cash, mini bus availability, arts and crafts materials, recipe ingredients etc.

Tip: Don't forget other essentials such as hats, coats, sun cream, water, wellington boots if you're going out and about!

Planning in advance also allows for contingencies to be put in place should things change e.g. the weather, train strikes, illness.

Trips should be added to the School Diary so that everyone is aware and others can plan accordingly

Remember to take lots of photographs and/or video which can be added to the postcards home, and Learning Journeys.

### Onsite activities

An Activity Planner for all activities taking place at Hill House is available on our SharePoint

[Activity Planner – On Site](#)

It must be completed in advance and approved/signed by a senior manager who will make sure you have thought of everything

### Offsite activities

All off-site activities must have been pre-approved by a senior member of staff before any visit can be arranged

An Activity Planner for going out and about – as well as a guide on how to complete it - is available on our SharePoint;

[Activity Planner – Out and About](#)

[Guide to completing the activity planner](#)

It is important that you complete the activity planner correctly as Senior Managers must be aware at all times of where everyone is when off-site

## Risk Assessments

Risk taking and achieving independence is an essential part of growing up and at Hill House we recognise that some of our young people need help and support to keep themselves safe while learning to become independent

We work with our young people to help them to understand risky behaviours and teach them how to stay safe through role modelling. Activities are a good way to do this

### Individual Risk Assessments

Each young person has an **individual risk assessment** that enables staff to assess the risk involved in any given situation. These can be found in their **Master Care File**

### Location and Activity Risk Assessments

All on and off-site activities and their locations also have a risk assessment. These risk assessments take account of:

- the nature of the activity taking place
- the use of a specialised area such as the Hub, music room or allotment
- any specific equipment or materials used
- Additional considerations when planning an activity

All activity risk assessments can be found on the Hill House SharePoint;

### [Risk Assessments](#)

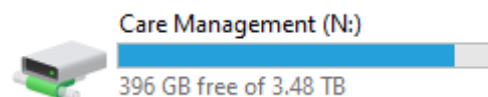
There is a specific risk assessment for large group activities and prior permission from a senior manager needs to be sought before these are planned

There is also a risk assessment for groups coming to Hill House such as music and drama groups

Both the young person's individual risk assessment as well as the activity risk assessment must be read and understood by all staff prior to any activity taking place

## Quality Assurance

Activity planning records need to be kept. In the case of activities arranged by staff in the home, they should be saved in the appropriate team's folder on the Care Management drive



Activity planning is quality assured in a number of different ways, including:

- Key Performance Indicators (KPIs)
- Senior Leaders having oversight of their team's activity planning
- Team/Care Managers authorising Activity Planners
- Periodic review of the Activity Planner format

## Travel and Transport

When supporting the young people to travel in a company vehicle, the following needs to be taken into account;

Passenger numbers and their personal safety e.g. age, fitness, temperament, healthcare needs etc.

Competency, experience and qualifications of the driver

Competency, experience and qualifications of accompanying staff

Traffic conditions

Contingency funds and arrangements in case of breakdown/emergency

Weather

Journey time and distance and parking arrangements

Stopping off points for long journeys and toilet breaks - 20 minutes every 2 hours

Appropriate seat belts must be used and fastened

A mobile telephone should be taken/carried by the Activity Leader. If mobile phones are not carried, suitable arrangements should be made to enable communication between staff undertaking the activity

Any risk assessments including information from a young person's individual risk assessment (this will contain specific information about how they travel)

A First Aid Kit and Fire Extinguisher must always be carried on the vehicle

Before setting out, staff must ensure that suitable mechanical checks are undertaken in relation to the vehicle







# Health and Wellbeing



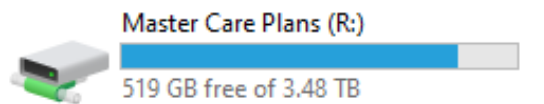
## Health Care

We are committed to the promotion of good health and well-being for everyone at Hill House

When it comes to the young people in our care, health promotion is primarily concerned with assessing all health-related activities in a way that will contribute to any future decision made with regard to their health, whether that is dealing with accidents and emergencies, booking appointments, administering medication, planning activities or monitoring diets, while taking into account the nature of their religious, cultural and individual needs

This is why each young person has a [Health Profile Booklet](#) that contains accurate information on a young person's medical history and current state of health

These booklets are saved in the [Health and Well-Being section](#) of the [Master Care File](#) and form part of the "grab pack" that can be taken in case of emergencies. These "grab packs" are currently stored in the Oaks Med Room



## Health Review Update

Each young person's Master Care File includes their health care needs and how they will be promoted

The matters that should be considered in drawing up or revising the Health Review Update are as follows:

Whether there are any specific health care needs and how they have been met during the review period -

Height -

Weight -

Vision -

Dental –

Medication Review -

Paediatric Review -

We support our young people to learn how to stay fit and healthy. This includes helping them to eat a healthy diet and look after themselves. We support young people to learn how to wash thoroughly and be able to brush their teeth



## First Aid

There are a number of qualified First Aiders on duty at all times. Their names are clearly displayed on staff noticeboards

First Aid boxes have a white cross with a green background and these can be found in all of the homes and classrooms. They should also be carried in each of the vehicles used for the transportation of young people

Each box has an inventory that includes the full quantity of each item stipulated in the box. When an item has been used, it needs to be replaced as soon as possible

Recording: Each young person should have permission in place for a trained member of staff to administer first aid and non-prescription medication recorded in their Master Care File. The administration of First Aid must be recorded in the First Aid Log, Accident Book (if there has been an accident), the young person's Daily Record and Medication Administration Record (EMAR)



## Allergies

The Health Profile Booklet in the Master Care File should contain the following:

- All known allergies and associated risks including spotting the signs and symptoms of an allergic reaction and anaphylaxis for the young person
- Preventative measures should be detailed e.g. taking daily antihistamines for hay fever, making sure cleaning products and gloves are hypoallergenic, and washing powder is suitable for skin conditions
- Actions to take when a young person has an allergic reaction. The plan should describe exactly what to do and who needs to be contacted in the event of an emergency. For example, when to use an EpiPen and calling for an ambulance
- All staff should be aware of the plan and should have been trained to administer an EpiPen by a suitable qualified health professional
- A record should be kept of each episode and any medication given should be recorded on the Medication Administration Record (MAR)

## Home Remedies

Home Remedies are medicines that can be bought over the counter, including Paracetamol\*, aspirin, homeopathic, herbal, aromatherapy, vitamin supplements or alternative therapies

Home Remedies can only be used by the young people in the home with the approval of relevant social workers (as set out in the consents section of the Master Care File) or as prescribed by a GP

No young person may be permitted to 'self-administer' Home Remedies unless approved by their social worker, with the arrangements outlined in their Master Care File

Consideration should be given as to how long a young person continues to use Home Remedies before they arrange to see their GP

Recording: The administration of any Home Remedies must be recorded in the young person's Daily Record and Medication Administration Record (EMAR)

\*Paracetamol must not be given for more than two consecutive days without the approval of a GP/Medical Practitioner

## Administration of Medication

Medication should only be administered by a Medication Administrator and in accordance with set policies, procedures and protocols

All medicines must be administered strictly in accordance with the prescriber's instructions (or as advised on the packet in relation to Home Remedies). Only the prescriber (e.g. GP) can vary the dose

Medicines are locked away in locked storage areas when not in use and can only be accessed by a Medication Administrator

Any medication taken away from the home e.g. for a home visit, should be appropriately recorded on the young person's Medication Administration Record (EMAR), showing what medication has been taken away/handed over to the parent or carer responsible for the young person. This handover must be done by a Medication Administrator and the person receiving the medication should countersign the record

All medication administrators need to follow these 7 important checks;



## Medication Errors

Medication errors are a safeguarding issue

There is a key process for managing medication errors

A medication error MUST be reported immediately to a member of the designated team or senior on call

The young person's welfare is paramount - medical advice MUST be sought

Every medication error is reported to Ofsted

Investigations into medication errors are focused on learning for all

## Fire Doors

A fire door is an engineered safety device and a crucial part of fire protection

Propping or wedging them open is not only **unsafe**, it is also **illegal!**

It contravenes fire safety regulations and negates the fundamental benefits of a fire door



With a faulty fire door, or a door propped open, how is it supposed to contain a fire and save lives?

It is **everyone's responsibility** to ensure that the fire doors at Hill House work properly and are kept closed

If you spot any issues with them, do not hesitate to notify the Maintenance Team so that they can be fixed immediately

If you see a door open – close it and remind others around you to do the same

**KEEP FIRE DOORS CLOSED!**

## Positive relationships

contact friends respect protect  
self-awareness responsibility advocacy  
de-escalation trust safe  
interaction self-regulation nurture  
Zones of communication staff  
Regulation engage behaviour

The aim of the positive relationships standard is to ensure that young people are helped to develop, and to benefit from, relationships based on:

Mutual respect and trust

An understanding about acceptable behaviour

## Positive responses to other children and adults

This kind of supportive framework can help a young person to understand and cultivate healthy and positive relationships with those around them

## Using Language that Cares

There may be some words, terms and phrases that we use that can sound negative and confusing

We always want to be respectful and remember that we are talking about a person

We created a glossary of alternatives that are helpful when we are talking about a young person and describing different situations. This has helped us to be more mindful when we are writing review reports, postcards or speaking to parents and young people themselves

Please see the current glossary below. This is reviewed regularly and we welcome contributions

Words and Phrases that we might use	Let's try and use these instead.....
Peer	Friends / other young people in the home / housemates
Student	Young person / Child / Use their name
Sibling	Brother / Sister
Contact	Family time / Spending time with family and friends
House base / Flat / Placement	Home / The Cedars, Oaks, Willows, Firs, Beeches, Pines
Care time	Time in the home / Time in the Cedars, Oaks, Willows, Firs, Beeches, Pines
Flat meeting	Home chat / Discussion / Catch up / Choosing with my friends
Routine	Day to day activities / Daily activities / preferences / needing structure and predictability / be specific e.g. having a bath
Mealtime routine	Snack, breakfast, lunch, tea, evening snack
Change a pad / personal care	"Let's go to the toilet / bathroom to get changed"
Community trip / visit / minibus trip	Out and about / going for a drive in the New Forest
Laps (of adventure play!)	Go for a walk / daily exercise / help to feel calm / clever action
Transitions (around HHS and when move to a different home and when move on from HHS)	Walking to / changing activities / in-between activities / moving to a new home
Handover	Meeting to share information
Staff	My team / adults
Challenging behaviour	Dysregulated / unexpected behaviours / signs of anxiety / having trouble coping / needing some help
Targeted others	Less than appropriate interaction / less than positive interaction / unexpected interaction / directing behaviour towards X / describe what happened
Abscond	Running ahead / running away from
Restraint / Use MAPA	Support – describe the level of support / Help / enable / guiding
Redirect	Go somewhere else/quiet/calm/safe/ offer choices encourage / guide
Countdown	Waiting/Thinking/Relaxing time / Take some time / We're going to relax for a few minutes
"Assistance, support in location"	Can we have some help in (location)?
Hands down / don't do that	Give different options – "we can high five" / "we can shake hands" / "we can do this instead"
Pushing boundaries	Describe the specifics - e.g. "X was dysregulated and staff helped him to..." Getting to know a new person
Attacked / went for / lashed out	Describe what actually happened / what the behaviour was
SIB / PHB	Describe the behaviour / what actually happened
Gave an instruction / told them to ...	Asked them to / gave support to / helped to / encouraged / showed them how to / guided
Verbal prompt / gestural prompt / physical prompt / hand over hand	
Uncooperative	Chose not to / Not able to at this time / not ready
Getting 'stuck' / 'frozen' / can't do a transition / unable to move	"Happy where they are"

## Hand Under Hand Support

In situations where we are prompting a young person to do something or walk somewhere, we need to try and use as little physical prompting as possible and ideally none at all

Unless a young person is in danger or unsafe, we need to remember to give them time, there is no rush

We need to encourage a young person to be as independent as possible and complete a task for themselves

We can use role modelling to demonstrate what we would like a young person to do and also use visual cues

When it comes to “hand-over-hand” support, we need to be replacing this with “hand-under-hand” support where we are encouraging the young person to place their hand over ours (or place your hand under the young person’s hand and guide) so that we can demonstrate how to do something

This is effective and promotes choice for the young person to take part in an activity

Below there are some examples of how hand under hand support can be used to enable the young person to lead in an activity

Remember there is no rush and it is far better that a young person does something for themselves rather than us doing it for them!





# Encouraging learning, choice and independence

## Incident forms

### Why do we record behaviour?

Before young people arrive at Hill House, Parents, Social workers and their wider team are informed of the practices we provide to support young people to reach their personal best

This includes good Autism practice, Positive Behaviour approaches, Safety intervention and other child centred approaches such as Trauma informed care approaches

Due to the nature of our young people's needs, there are times when a behaviour presents and responses and strategies are delivered by the staff team

To keep everyone safe and meet government policy/standards we must, by Law, record the incident onto an '**Incident form**' and have this handed to senior management within 24 hours

This document will be stored for 75 years and is a legal requirement for all staff to follow

### How do we record an incident?

It is important for staff to write the form as advised in the induction. Here are some key points:

- Correct incident form
- Black pen
- Clear and legible
- Factual
- Language that cares
- Full names of staff and young people
- Signed by the Author

### What happens to the incident form after I write it?

The form will be read within 24 hours or sooner by the senior management team and Behaviour support team. Some instant actions will be taken upon reading the incident form and they are as follows:

- Potentially Inform parents of event
- Potentially Inform Social worker of event
- Wellbeing check for staff and/or young person
- Check in or reflection for young person
- Formal reflection for staff
- Trigger HPG/strategy meeting
- Trigger behaviour support plan and Individual risk assessment review
- Body map/accident form follow up

### What longer term benefits are there to recording behaviour?

The information is recorded on a system called Behaviour Watch and hard copies are archived. The data is kept for 75 years

This data is accessible to the young person's team including our Behaviour Support Managers, Clinical Psychologist, Consultant Child & Adolescent Psychiatrist, Occupational Therapist, Speech and Language Therapist and other disciplines who support the young people at Hill House

The multi-disciplinary team will observe trends in frequency and intensity of behaviour and suggest and advise strategies that will be added to the behaviour support plan for staff to follow and implement under a regular review process

With clear and accurate information written on the incident form by the staff team, the young people will have proportionate responses delivered by the staff team that will support and help the young person to express themselves in positive and safe ways

### Who can I speak to if I need advice on writing an incident form?

Staff can see their line manager, home manager or a member of the behaviour support team for further training and advice

## Leadership and Management



### Quality Assurance

Quality Assurance is the systematic process of checking to see whether we are meeting specified requirements i.e. complying with all the quality standards and achieving the strategic objectives of the organisation

Accountability and assurance for the quality standards in the Children's Home regulations is best viewed as a jigsaw puzzle in that it requires all of the pieces to come together to ensure good practice. This means, it is important everyone plays their part and works closely together

### Accountability

Regulations state that a children's home must have a Registered Provider and, where that provider is an organisation, a person known as the Responsible Individual who represents the

organisation to Ofsted, a Registered Manager who has their own personal registration, and an Independent Visitor

- Registered Provider: Cambian Autism Services Ltd.
- Responsible Individual: Kate Landells (Principal)
- Registered Manager: Kirsty Marsden
- Independent Visitor: Becca Bloomfield (NYAS)

Regulation 44 states that the Registered Provider must ensure that an independent person visits us at least once a month

Regulation 45 requires the Registered Manager to review and report at least once every 6 months on the quality of care provided by the home, the experiences of the young people, and the impact the care is having on outcomes and improvements for those young people

This is often referred to as the Reg 45 report, which draws on the quantitative data in the QAKPI to form part of the evidence base for the analysis and conclusions

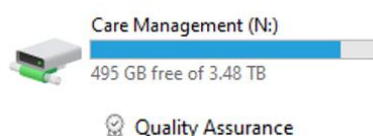
Another important piece in the quality assurance jigsaw puzzle is you

Everything you do is directed to ensuring that the home not only meets but exceeds the standards at all times. It is important that you understand what outstanding care looks like and work with your team to achieve it

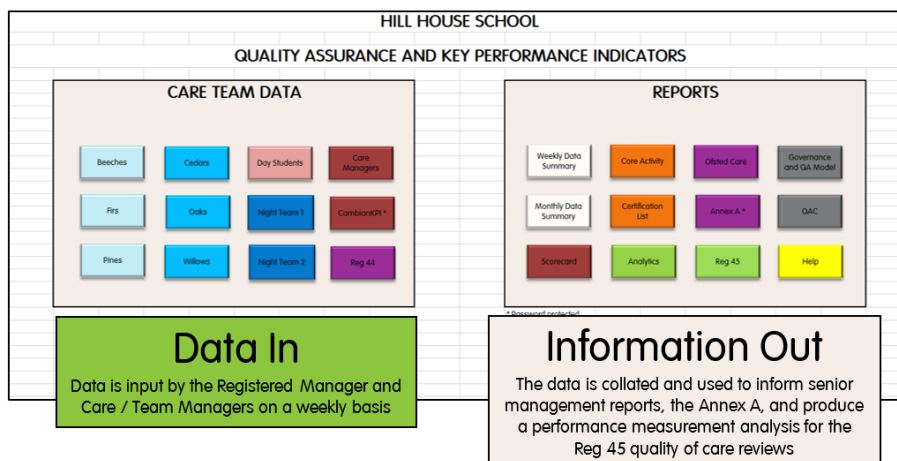
## QAKPI

The (QA) and Key Performance Indicators (KPI) database is an in-house management information system using Excel spreadsheets to collate and analyse data for all of the Hill House care teams (day and night). It has been designed to monitor compliance with the Quality Standards and inform progress against management objectives

The QA & KPI can be found in the Quality Assurance folder on the Care Management drive



Each home has its own page in which to enter the team's data. Each page lists all of the checks and audits that need to be completed and how often



By the end of each week (week ending date is at the top), the Team Manager (or delegated ATM) should have entered the date the checks were done and, where possible, add a hyperlink to the evidence (scanned copy of the audit/check sheet)

**Daily** checks include such things as “day dots” on food in fridges, fire doors and fire exits, use of electrical appliances and controlled drugs

**Weekly** checks include housekeeping, fridge temperatures, first aid kits, medication stock checks, and monitoring records

**Monthly** audits include health and safety, infection control and supervision tracker updates

**Quarterly** checks include whether updates have been made to Workforce Development Plans, Personal Belonging inventories, and information held in the Master Care Files

Regulatory KPIs are recorded by the Registered Manager and include:

- Accidents
- Behaviour incidents and physical interventions
- Medication Errors
- Reg 40/Ofsted notifications

### Management KPIs include:

- Staff vacancies
- Starters and leavers
- Continuity of care (staffing hours on shift) – all staffing data is pulled directly from the roster
- Bank and agency staff hours
- Overtime
- Sickness absence
- Annual leave
- Supervisions – supervision data is pulled directly from the supervision tracker
- Completion of mandatory training (MYRUS)

## Monitoring Quality

All of this data is used to inform reports for Governance meetings, the statutory Reg 45 requirement and Annex A for Ofsted inspections as well as viewed by our Independent Visitor (Reg 44)

Team Managers (or delegated ATMs) are responsible for completing their home's data by noon on the Monday for the week before. Team Managers are responsible for reviewing the data and reporting any issues to the Registered Manager within 24 hours

The Weekly Data Summary collates all of the weekly KPI data and tracks the number of checks/audits completed by Team Managers. It uses a RAG-rating system to highlight where checks may have been missed or not recorded

The Monthly Data Summary provides an "at-a-glance" summary of legislative compliance (e.g. Reg 44 visits, fire drills etc.), key checks and current KPIs for each House/Team. It is used to highlight areas of excellence or concern

Note: A red rating is an early warning for management purposes, it does not imply non-compliance

The Analytics page contains a number of analytical tools for tracking progress of key performance measures and identifying trends

## Reporting

The Annex A page contains a template for the information required by Ofsted at the time of a full inspection and is updated automatically using the data compiled by the database

The Reg 45 page provides a quantitative analysis of performance information for Ofsted's quality of care review as per the requirements of regulation 45 of the Children's Homes Regulations

It is a tool that can be used to compile data for analysis and evaluation under each of the quality standards, identifying strengths and weaknesses, and allowing for professional judgement by the Registered Manager regarding which areas to focus on in the final qualitative report

## Independent Visitor

An independent visitor (Reg 44) makes an unannounced visit to the home each month. At the moment the independent visitor for HHS is Becca Bloomfield

**HAVE YOUR SAY**

### Your local independent visitor is... Becca Bloomfield

**Hi...**

I have nine years experience as a Social Worker and many years ago I worked as a Residential Childcare Worker and a Teaching Assistant.

I love animals, I have a dog and a cat and I like to go paddle boarding in my spare time. I like music and like Sam Fender, Cold Play and Ed Sheeran, my playlist is always changing.

My job is to visit your home regularly to make sure that you are supported by staff to be **happy, healthy and safe**.

I am really keen to hear your views and ideas about what you **like or don't like** about your home and what you think could make it better.

During my visit I will talk to young people, staff, parents, carers and professionals. I will then write a report which is shared with Ofsted, the local authority and the manager of your home.

**At times I may want to access your files so I can see how the home are meeting your care related needs. Please could you sign below if you agree to this.**

Signed:.....

**nyas**  
national youth  
advocacy service

Telephone 0808 808 1001 Email [help@nyas.net](mailto:help@nyas.net) [www.nyas.net](http://www.nyas.net)  
[NYAS.yd](#) [@NYASservices](#)  
Registered Charity No. 312285

## Supervision and Appraisal

At Hill House, we recognise the importance of quality supervision and appraisal

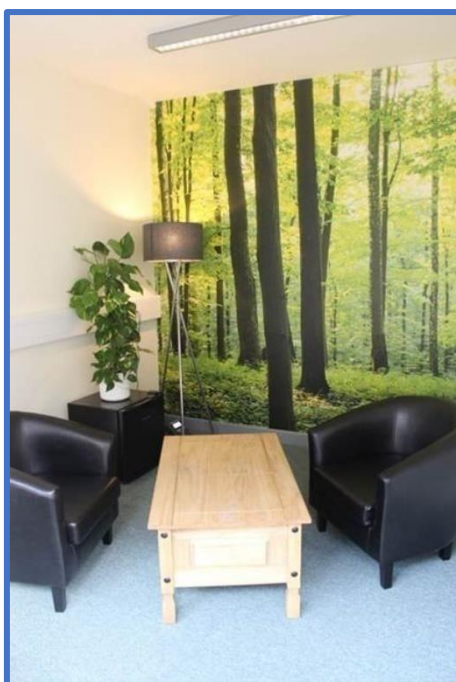
Every staff member is entitled to regular, good quality supervision with their line manager

It offers an opportunity to talk about how things are going and to look at any additional support or guidance that may be needed

It also offers the chance to focus on supporting staff to grow and develop and an opportunity to listen to ideas and thoughts about how we can develop and improve what we do

Supervisions are about support, nurture and reflection

We have a dedicated supervision space which is quiet and comfortable. It is a private space away from telephones and distractions enabling staff to have some time to relax and fully engage in their supervision discussions



## Types of Supervision

Staff supervision can take on many different forms including the following:

- 1:1 supervision meeting
- 1:1 annual appraisal meeting
- Group supervisions
- Reflections and discussions
- Feedback to staff from the HHS Behaviour Support Team
- INSET Days
- Care Get Together Days

## Formal supervision meetings

There is a set format to follow for formal supervision meetings

The discussion focuses on the following key areas:

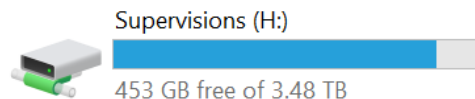
- Review of actions / discussions from last supervision
- Wellbeing and support
- Practice, performance and workload – what do you feel most proud of? / Is there anything that you feel you need more support with?
- Your professional development - Progress with RQF / any training or development needs?
- Safeguarding - Reminder of key responsibilities / knowledge test of key safeguarding information
- Any other comments or discussions
-

## How do we record supervision discussions?

It is important that the supervisee comes along to their supervision or appraisal meeting prepared and ready to contribute to the discussions

Notes are taken during the meeting and typed up as soon as possible using the supervision template

Both the supervisor and supervisee must sign and date the record. A final copy is then saved in the supervisee's supervision folder which can be found in the dedicated supervision drive



## The supervision tracker

The Supervision Tracker is an Excel Workbook that maps the planned and completed supervisions for each team, providing an at-a-glance view of progress across the year

It informs our management KPIs

## Quality Assurance

Supervision is quality assured in a number of different ways, including:

- Supervision tracker
- Senior Leaders having oversight of their team's supervision and appraisal meetings
- Principal signing off all annual appraisal records
- Periodic review of the supervision format

## Appraisal

The main focus of the appraisal process is to discuss performance and ensure that, where needed, adequate support is in place to support achievement of key performance indicators and objectives

- Everyone should have an appraisal
- Appraisal meetings should be held privately
- The discussion during an appraisal should be a two-way communication exercise
- The year-end appraisal discussion will review the previous year's achievements and will set an agreed Personal Development Plan for the coming year with clear objectives
- Good work will be recognised
- The mid-year appraisal discussion will evaluate progress to date and assess any additional support that may be needed

Please find further guidance - Children's Services – Appraisal: [Line Manager Guide](#)



# Training and Workforce Development

## Myrus

The [MYRUS](#) /Children and Young People Portal offers access to a comprehensive Library of training courses

All of the relevant courses/training modules are assigned automatically and can be accessed through the “training dashboard”

The “dashboard” shows:

- type of course/module available
- mandatory (if it's compulsory)
- completion date or date booked/deadline for renewal
- progress made

Staff are encouraged to check their training dashboard on a regular basis for any new courses that may have been assigned or for modules that are due for renewal in the near future

Progress and completion are monitored through the MYRUS platform and the Hill House Workforce Development Plan. All training is recorded in this plan and it is reviewed daily to ensure regulatory compliance

Staff will be sent an email a month before the renewal date to let them know which courses are due. Any subsequent reminders may be copied to line managers

All **mandatory** courses MUST be completed by their due date. Failure to do so could result in staff being withdrawn from their normal duties

## Care Get Together Days

Regular training events are scheduled. This may be for the whole team or for individual homes

Important updates can be delivered during these days as well as providing training on initiatives, specific strategies and plans and new projects

## Workforce Development Plan

Each Team Manager is responsible for their own Workforce Development Plan (WDP)

The WDP sets out the staffing structure for the home and the skills and qualifications of each member of the team. It enables the manager to monitor performance, highlight areas for development and identify training needs for the year ahead

The WDP should be reviewed and updated quarterly. The date of the review should be recorded on the QAKPI

## Policies and Procedures

Policies and Procedures provide clarity when dealing with accountability issues or activities that are of critical importance such as health and safety, legal and financial liabilities, regulatory requirements or issues that have serious consequences like complaints, medication errors, or safeguarding concerns

Policies establish boundaries for acceptable behaviour and guidelines for best practice

They offer clear communication as to how to act

They contribute to the overall culture of the workplace because they instil norms and values

To be judged as outstanding, we must demonstrate to Ofsted that:

***“Children and young people’s safety is paramount and the school is proactive in implementing and sustaining excellent practice.”***

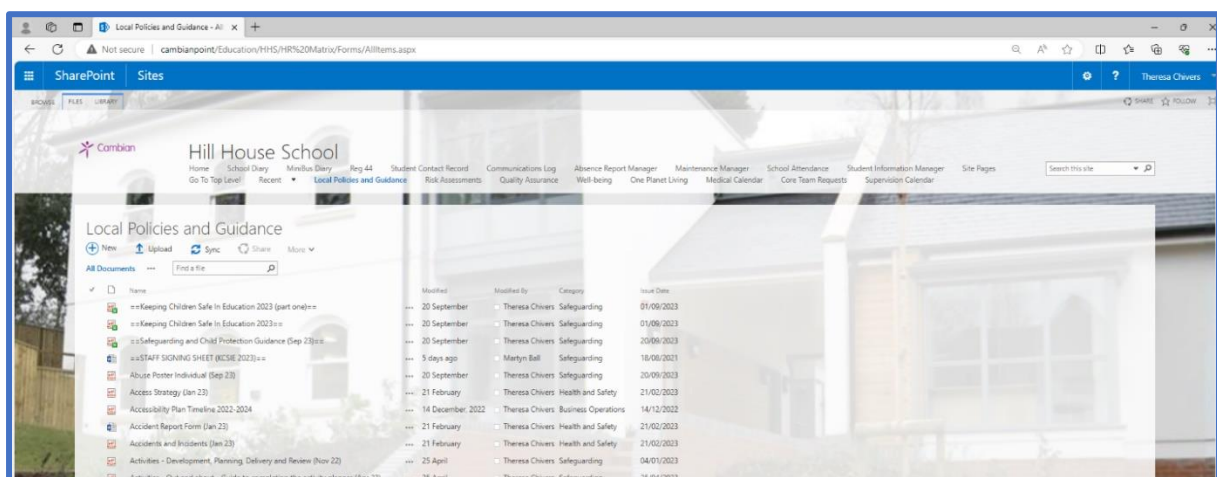
***“Policies and procedures are robust and implemented consistently and to a high standard.”***

***“Policies and procedures are routinely reviewed, updated and implemented effectively in practice.”***

The Registered Manager is responsible for ensuring that all staff consistently follow policies and procedures for the benefit of the young people in our care but everyone must understand their roles and responsibilities and the policies and procedures that underpin them

Staff should check and read the policies on a regular basis due to on-going changes. This should be followed up during supervision meetings

They are available online on CambianPoint under [Policies](#) and on the Hill House School SharePoint under [Local Policies and Guidance](#)

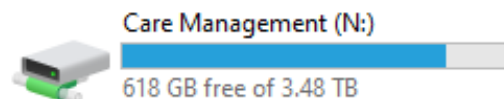


## Timesheets and the Roster

The care team rosters are important because they are how we:

- plan and organise staffing
- manage cover for sickness and annual leave
- demonstrate continuity of care to Ofsted

Monthly rosters are kept on the dedicated Care Management drive:



Working hours (day and night) are automatically filled in for each month according to the team each member of staff is assigned to and the shift pattern for that week

Any changes to the team or contracted hours must be agreed with a Care Manager so that all the rosters can be updated by the Administration Team

Changes within a shift that may impact the care given to our young people - such as annual leave, protected time out for a supervision, being off-site for a trip or taking a young person home can be done by Team Managers/Assistant Team Managers using the drop-down list:

Roster
IN
OFF
SUPERVISION
TRAINING / RQF
MEETING
ABSENT
LOA
OVERTIME
LEAVE
SLEEP IN
PROTECTED
TRIP
TOIL
SHIFT SWAP
CANCEL

Before agreeing overtime hours or sleep-ins, staff must ensure these have been approved by a Care Manager and it is essential that the time sheets have been signed off at the time of the shift. Overtime must be carefully managed to ensure that all employees have a good work/life balance and it is the individual staff member's responsibility to oversee this and share any concerns around their own wellbeing with their line manager.

All time sheets must be signed by a line manager before being brought to the Finance Assistant

These time sheets are compared against the roster so it is important that they are kept up-to-date to avoid missed payments

## Annual Leave

A member of staff's annual leave entitlement is set out in their contract of employment and is inclusive of Bank Holidays and statutory holiday

All staff are encouraged to take their full statutory holiday entitlement and to use it effectively across the year to ensure:

- continuity of care within the home in which they work
- equity and balance of holiday taken across the whole care team
- that regular breaks are taken from work

The annual leave year starts in September (the beginning of the academic year) and any leave booked should be spread evenly over each four-month period

No more than two weeks may normally be taken at any one time. So, on average, all full-time staff should take up to 2 weeks annual leave in each of the following periods:

September – December

January – April

May - August

It is generally agreed that annual leave cannot be booked for the next four-month period unless 1/3 of the staff member's annual leave entitlement has been booked and/or taken in the current

## Booking annual leave

All annual leave must be agreed in writing with the line manager and recorded on the [Annual Leave Request Form](#)

Do not commit to holiday or travel bookings until the appropriate authorisation for the leave request has been given

When completing the Annual Leave Request Form, staff should be specific about the days to be taken. They should match the days that would normally be worked on their shift pattern and not just the start and end date of a two-week period

For example: a staff member on the day shift taking two weeks (7 days) holiday at the beginning of their leave year

BOOK	CANCEL	Dates		Total number of days/hours requested	Total number of days/hours remaining	Date requested	Your signature	Approved/ Declined	Line Manager's signature
		From	To						
					21				
✓		06/09/2023	07/09/2023	2	19				
✓		11/09/2023	12/09/2023	2	17				
✓		15/09/2023	17/09/2023	3	14				

All approved annual leave must be recorded on the roster by the line manager who signed it

Once signed by the line manager, Annual Leave Request Forms should be passed to the Front Office for recording on the Annual Leave Planner

## Governance

### Governance meetings

Formal governance meetings take place each term and provide an operational review

These are chaired by the Operations Director and are a valuable opportunity to review and evaluate the work that we are doing

Each department makes a contribution and includes aspects such as;

- An evaluative review of care priorities, challenges and success linked to the QIP – presented by the Head of Care
- A review of education priorities, challenges and successes linked to the school development plan – presented by the Head of Education
- Evaluative review of clinical targets and progress against EHCPs – presented by the Clinical Lead and Principal
- Evaluative presentation of safeguarding priorities – presented by the DSL and Principal
- Summary evaluative review of strategic progress and targets for next term with a focus on continual improvement by Principal

### The Hill House Professional Learning Community (PLC)

The Hill House Professional Learning Community provide an external perspective on our school in a way that supports and challenges us

Our PLC includes key members of our local community including a retired head teacher, a retired social care inspector, a GP and a professor from Southampton University

The purpose of the PLC is:

- To engage in structured professional discussions
- To work collaboratively with our local community to improve the school
- To hold frank discussions / assessments of performance and outcomes
- To have a balance of high support and high challenge
- To form part of the school improvement process
- To bring an external perspective to the school
- To encourage innovation

- To support us to set stretching targets

The PLC visit the school on a regular basis and speak to young people and staff.

## Noticeboards

There are two types of noticeboards in use throughout the homes and school and it is important they are used to display the right information in the right place

It is the Team Manager's responsibility to ensure that the information on their home's noticeboards is up-to-date, relevant, and compliant

### Staff notice boards

Staff noticeboards need to display the following information:

- Fire Notice/Evacuation routes
- Fire Training/Marshalls
- First Aid
- Independent Visitor
- Advocate
- Compliments and Complaints
- Whistleblowing
- Employee Well-Being
- Safeguarding information
- Safeguarding Designated People
- Missing or attempting to abscond protocol
- Medication Administration – 7Rs

This information should only be on display in home offices and not in the main home where student information is displayed on their own noticeboard

The information could be kept in a staff file instead of a noticeboard as long as all staff have access to this

### Notices for the young people

Student noticeboards need to display the following information:

- Safeguarding – abuse
- Safeguarding designated people
- Independent Visitor
- Advocate
- "Who to talk to"
- Fire Notice (pictorial)

All of the latest posters can be found in the Noticeboard folder on the Data drive

Information for the young people can also be found on their individual Talk Pad devices

# One Planet Living

At Hill House, we are using the One Planet Living® framework created by Bioregional to help us be more sustainable

The framework is a vision of the world where everyone, everywhere enjoys happy, healthy lives within the limits of our one planet

It is made up of 10 easy to understand principles and we track progress against our published action plan through monthly [FootPrint newsletters](#)

These can all be found on our SharePoint and are published on the Hill House School website.

Our intent is to:

- create a sense of place and belonging while nurturing a culture of sustainability
- promote health and well-being for everyone
- ensure that we make a positive contribution to local biodiversity, minimise our impact on the environment, and recognise the value of nature to human health
- engage with and promote sustainable living among our stakeholders, local community and businesses
- commit to educating our young people about how to look after the planet and equipping them with the skills and knowledge so that can adopt an eco-friendly lifestyle – we have our own One Planet Living Science Curriculum



With this in mind, you should always be on the look-out for opportunities to make small – or large – changes in the homes, whether that is turning off lights or appliances to save energy, reducing water usage, helping in the allotment, recycling projects, or shopping more conscientiously

[#makeonechange](#)



## Our CARE4 Targets



### CARE4 Planet



We will be a Net Zero business by 2050.

#### Nature

**50%** of our gardens will promote biodiversity by 2025.

**100%** of our gardens will promote biodiversity by 2030.

#### Carbon

**75%** of (non-exempt) properties rated B and C or above for energy efficiency by 2025.

### Waste

**50%** of our waste recycled by 2025.

**5%** reduction in volume of waste generated by 2025.

Zero waste to landfill by 2050.

### Resources

Procurement Policy will include sustainability requirement by 2023.

**100%** of centrally-procured resources will be from Policy-compliant suppliers by 2030.



## Engaging with the wider system

Running across all of these standards is the overarching requirement to connect with and be part of the wider support system for each young person in our care. It is crucial that we work in close partnership with all those who play a role in protecting and caring for that individual such as the local authority, social worker, LADO, medical professionals, parent/guardian, and extended family

### Parent Handbook

We pride ourselves on working closely with parents from the outset. As soon as a young person is due to move in, the Administration Team send out a Parent Handbook, which is a pack of all the information about the service and care the young person will receive, along with all of the documentation/forms we require for information gathering e.g. medical history, and signatures on consents for such things as medical treatment, activities, and photographs

All of this information is then kept in the young person's [Master Care File](#)

### Visits to Hill House

All planned/booked visits should be added to the School Diary as well as included on rosters and planners

Please include the following information:

WHO is visiting e.g. parent, other family member/s, social worker, police, doctor etc.

WHAT – what is the purpose of the visit e.g. meeting, medical appointment, clinic etc.

WHEN – include both the start and expected finish time

WHERE – indicate where the visit will be taking place e.g. meeting room, Green Room, home, office etc. If it involves a location off-site, specify where e.g. hospital appointment

VEHICLE – specify which vehicle may be needed if going off-site

WHO is hosting – give the names of all the staff involved and whether they are hosting, supporting, driving etc. Indicate if they are med and/or first aid trained

If the visit is part of a young person's [moving home plan](#), please refer to the Hill House [guidance for visiting staff](#)

## External Providers

We work with a whole range of different external providers from our local community. This includes local music and theatre groups, our local village store, Minstead Trust, Hampshire Outdoors and Southampton Football coaching with 'Saintsability'

Please see the specific risk assessment for external provides on SharePoint

## Research and Collaboration

We are outward facing at Hill House and work with a range of partners, focusing on specific projects and pieces of research

Hill House was invited to become a partner of [ACoRNS](#) (The Autism Community Research Network in Southampton)

ACoRNS is an initiative which seeks to improve the lives of young people with autism and is a unique collaboration between Education and Psychology at Southampton University and local nurseries, schools and colleges who are interested in developing, researching, understanding and sharing good practice in educational provision for autistic children and their families. They believe that the best way for autism research and practice to genuinely meet the needs of children and young people in the local community, is to involve the local community from the start

Hill House worked on a project with a student completing their Education Psychology Doctorate at Southampton University. The project was called; '*Developing Autistic young peoples' emotional regulation skills: A case study of a residential special school*

Staff at Hill House worked with the University to look at gaining an understanding of how the young people communicate and manage their emotions using the 'Zones of Regulation. Please see the research summary below;

**Developing the emotion regulation skills of autistic pupils in a residential special school**

**EMOTION REGULATION**  
Emotion regulation describes an individual's ability to understand what emotions they are feeling, and then to manage how and when they express them.  
Being able to regulate our emotions helps us to interact with others and our environment, and allows us to engage in learning.

**THIS PROJECT**  
Autistic people are more likely to have difficulties learning to regulate their emotions, so research to help us understand how schools can support the development of these skills is important. This project aimed to explore how Hill House School, a residential special school, support their young people to develop their emotion regulation skills.

**METHODOLOGY**  
**Participants:** 4 young people and 17 staff members were involved in this project.  
**Methods:**  
1. Staff wrote down their observations from working with the young people  
2. I observed the young people at Hill House School  
3. I conducted semi-structured interviews with staff  
**Analysis:** Reflexive Thematic Analysis (Braun & Clarke, 2022)

**RESULTS**  
From the information gathered, four themes were generated to explain how Hill House School supports their young people to develop their emotion regulation skills.

**Theme 1: Evolutionary Ethos**  
Evolution is a core part of the school's ethos, at an individual and whole school level.  
There is the view that 'everyone around these children needs and wants to grow', and the school proactively support staff development.

**Theme 2: Reciprocal Relationships**  
Positive, trusting relationships between young people and staff are important at Hill House. These elements were described as important:  
• Conveying a calm persona  
• Consistency of approach and routine  
• Getting to know young people as individuals.

**Theme 3: Communication: attuning, asking and adapting**  
Staff attune to all types of emotional communication, including facial expressions, body language and behaviour.  
Staff seek and respect young people's views.  
Staff adapt their communication so it is accessible for the young people.

**Theme 4: Expressing emotions every day**  
Emotions are explored through direct interventions (e.g. Transporters, 'clever actions', Zones of Regulation) and indirectly through labelling and validating emotions.  
Young people have opportunities to try and use different emotion regulation strategies.

**CONCLUSIONS**  
Hill House School staff were found to prioritise building relationships, and getting to know their young people as individuals, in order to provide bespoke support to develop their emotion regulation skills.  
The focus was not only using specific intervention programmes, but the context, culture and relationships within the school.

By Joanne Bennett (Trainee Educational Psychologist)  
With thanks to the young people, families and staff at Hill House School.

Cambian University of Southampton  
THANK YOU

Being a partner of ACoRNS and the collaboration with Southampton University enables Hill House to be outward facing. It encourages innovation and enables the school to work alongside a range of professionals in different settings

The work also provides valuable opportunities for key development areas to be evaluated so that we have clear outcomes of these interventions, enabling us to continue to grow and develop and provide the best possible opportunities for all our young people



Thank you for reading the Hill House Care Handbook

If you have any questions about any aspects of the handbook, please do speak to your line manager for further discussion