



Statement of Purpose

BREAKAWAY: 1183479



This document fulfils the requirements of the Children's Homes (England) Regulations 2015 Schedule 1, the Department for Education Guide to the Children's Homes Regulations including the quality standards April 2015 and the Social Care Common Inspection Framework April 2017.

February 2025



Happy, Safe & Loved, Thriving

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1. INTRODUCTION

1.1 The Statement of Purpose is a mandatory requirement under the Children’s Homes (England) Regulations, April 2015.

1.2 It should not be viewed as a brochure, but as a comprehensive manual intended for all individuals with an interest in the service. It serves as a key resource for both internal and external stakeholders.

1.3 This document aligns the needs of the children with the aims and objectives of the setting. It defines the home's commitment to best practices and outlines the clear objectives necessary to achieve those standards. It bridges the gap between policy and practice, ensuring a cohesive approach to the delivery of services.

1.4 The Statement of Purpose is formally reviewed on an annual basis and is approved by the Senior Leadership Team (SLT) at Slough Children First. It will also be reviewed more frequently if there are significant changes to the service needs.

1.5 An accessible version of the guide is also provided for children.

2. QUALITY AND PURPOSE OF CARE

Statement of the range of needs:

2.1 Breakaway is a short break Children’s home, providing respite care (sleep overs, Day Care, Tea visits) for children who have complex needs, a learning and/or physical disability. The children who access Breakaway may require personal care, medication, additional health care, behavioural support and support with learning and achievements.

Aim and Ethos of the home:

2.2 Exceptional and aspirational care is provided to the children who attend Breakaway. The service follows a child-centred approach, fostering collaboration with all stakeholders to ensure the best outcomes for each child.

2.3 Breakaway plays a vital role in advancing the vision “...every child in Slough should be Happy, Safe & Loved, Thriving” of Slough Children First, actively contributing to its delivery and strategic goals.

We are here to:

- *Protect you from harm*
- *Help you to get support so that you can be physically and emotionally healthy*
- *Work with you and your opportunity to help you to be independent and resilient*

We’ll do this by:

- *Integrating services with partners*
- *Providing information & choice*
- *Focusing on what is most important*
- *Focusing on quality practice*

2.4 Breakaway accomplishes this by providing children with opportunities to engage in a variety of activities and enriching experiences that foster their development. At the same time, we offer sustainable support to the entire family. We firmly believe that every child is an individual with the right to enjoy life in a manner that is appropriate to their age. Breakaway advocates for respect, dignity, and freedom of choice for all, while focusing on a future-oriented approach.

2.5 We cultivate a positive environment that promotes a culture of ‘friendship matters,’ where children are given experiences and opportunities that empower them to achieve their aspirations and goals in life.

Accommodation offered:

2.6 Breakaway is registered with Ofsted and offers six bedrooms, providing accommodation for a maximum of six children, regardless of gender, including male, female, or gender-neutral children, aged 6 to 17 years. This includes children staying overnight (sleepovers), as well as those attending for tea visits and day care. We ensure that individuals have a choice of bedding and, where possible, accommodate their preferences to make them feel welcomed and valued.

The accommodation is located entirely on the ground floor, ensuring accessibility for individuals with mobility difficulties, including wheelchair users. Breakaway has undergone a comprehensive refurbishment, which includes the addition of a lobby and lounge areas on both sides of the building, offering children comfortable spaces to enjoy.



2.7 Internal facilities at Breakaway include both fixed and mobile hoisting equipment, a sensory room, an activities hub, and a reception area for handovers. Additionally, we have a fully accessible and spacious garden featuring a bird's nest, buddy bench, climbing frame, sandpit, and various other play equipment, all designed to enhance the children's experience and promote their well-being.



2.8 The lounge and playroom areas are bright, spacious, and thoughtfully designed, offering a wide range of toys and activities to encourage children's learning through play. In addition, there are two newly extended lounge areas, which include an activity hub and a gaming room, providing children with quality spaces to relax and engage in recreational activities while accessing the service.

Location of Breakaway:

2.9 Breakaway is located in Slough, Berkshire, in a peaceful residential area, just a short distance from the town centre, local leisure facilities, and two nearby parks. The home's location has been formally assessed, and no significant risks have been identified. There is ample parking available nearby, and the train station is within walking distance, offering convenient transportation options.

Arrangements for supporting the cultural, linguistic and religious needs of children:

2.10 The preparatory work undertaken before a child begins staying at Breakaway is designed to ensure that all staff members have the necessary information regarding the child's communication, cultural, and religious needs, and how these needs will be addressed effectively.

2.11 Breakaway is dedicated to being inclusive and responsive to the unique needs and aspirations of both children and their families. We aim to be family-oriented, culturally competent, and respectful of the diverse range of needs and backgrounds represented by the children we serve. Every child at Breakaway is treated as an individual with distinct needs and rights.

2.12 The values stemming from each child's unique background are consistently acknowledged and respected. During the care planning process, including the completion of the "This is Me" document, the team considers, and addresses needs related to ethnicity, culture, religion, diet, gender identity, and sexual orientation, where applicable.

2.13 Breakaway offers a range of resources that celebrate ethnic, cultural, and linguistic diversity. These include books, posters, toy figures, games, multicultural music, and cultural events. Support workers actively encourage children to explore, question, and celebrate differences through play, activities, role modelling, and discussions.

2.14 As part of Slough Children First (SCF), Breakaway has access to services that provide document translation into multiple languages, as well as braille and audio formats. Interpreters are also available to attend reviews or meetings when necessary.

2.15 Special dietary needs and individual preferences are acknowledged and incorporated into both the menu planning process and the child's individual care plan, ensuring that each child's nutritional requirements are met in a personalized and considerate manner.

2.16 Breakaway celebrates special occasions throughout the year, such as Eid, Christmas, Easter, St. Patrick's Day, and others, to promote an understanding of various religions and cultures. We also make a special effort to celebrate children's birthdays, ensuring that every child feels valued. If a child wishes to participate in religious activities or observances, we make appropriate arrangements within the home, such as providing a quiet space for prayer, reading, or listening, and offering support to facilitate their participation.



2.17 Staff at Breakaway are knowledgeable in Makaton and PECS to assist with communication for children. For children who are able to communicate verbally, staff listen attentively and respond accordingly. For those who are non-verbal, social stories, picture boards, and iPads are used as additional tools to support communication and ensure that each child's needs are met effectively.

Arrangements for dealing with complaints:

2.18 We encourage children and their families to openly share any concerns or worries they may have, and we ensure that all concerns are listened to and addressed promptly.

2.19 Complaints are handled as quickly as possible by the most appropriate person, following the SCF complaints procedure. Copies of this procedure are available upon request at Breakaway or can be accessed on the SCF website.

2.20 At Breakaway, we have implemented various methods to enable children to make formal and informal comments, observations, or complaints. These include:

- An accessible Children’s Guide, located at the entrance to the home, which provides information on how to make a complaint and where to find support for doing so.
- A range of communication tools, including symbols, available within the home to cater to varying levels of communication.
- A child consultation form, which children are supported to complete prior to their reviews.
- Regular visits from Social Workers, offering an independent opportunity for children to provide feedback on the service they receive.
- Visits from an independent Advocate to ensure children’s voices are heard.
- Key-work or 1:1 sessions, providing opportunities for communication through the use of picture exchange communication systems (PECS) and other visual aids.
- Support workers are trained to record any observations of non-verbal children expressing unhappiness or concerns, recognizing the challenges these children face in voicing complaints.

2.21 Breakaway is dedicated to receiving and acting upon feedback from service users, whether it is positive or indicates dissatisfaction with the services provided. Both complaints and compliments are monitored monthly by the Regulation 44 Independent Visitor to ensure continuous improvement and to address any concerns promptly.

Children and their families are also able to make a complaint to Ofsted or to the Children’s Commissioner for England, Dame Rachel De Souza at: Office of the Children’s Commissioner 0800 528 0731 advice.team@childrenscommissioner.gsi.gov.uk

Or

Ofsted

Piccadilly Gate Store Street Manchester M1 2WD Tel: 0300 1231231

enquiries@ofsted.gov.uk

And/or Slough Children First Complaints Manager:

ragena.khan@sloughchildrenfirst.co.uk Tel: 01753 875825

Access to the home’s child protection and behaviour management policies

2.23 Breakaway follows the Berkshire LSCB Child Protection Procedures, which are available as a ‘live’ online document at: <http://proceduresonline.com/berks/>

2.24 In addition, Breakaway has an approved, bespoke safeguarding policy that includes an easy-to-follow flow chart. This policy is accessible to support workers as a paper document in the policies and procedures folder, on a shared computer drive, and can be made available to children, families, carers, professionals, and others involved in the care and protection of a child upon request.

2.25 Breakaway also maintains a Behaviour Management Policy, which is available in the same formats and upon request. Young people have individual behaviour management plans that are included as part of their key documents.

3. VIEWS, WISHES AND FEELINGS

Consulting with Children

3.1 Regular consultation with children takes place to gather feedback on their experience at Breakaway and to understand how they would like the service to evolve. Breakaway is committed to offering children opportunities, choice, and control at every appropriate moment.

3.2 Consultation is an integral part of our daily operations. The following are some of the methods we use to engage with children:

- Monthly Breakaway children’s meetings, where feedback is provided to support workers and the management team about the home.
- Offering choices in the meals provided to children.
- Structured and direct observations conducted by support workers.
- Analysis of behavioural incidents to understand needs and improve care.
- Feedback from parents, carers, and other professionals involved in the child’s care.
- Each child is assigned a key worker, whose role is to build a strong relationship with the child, advocate on their behalf, and assist them in advocating for themselves when needed.

Breakaway’s policy and approach to anti discriminatory practice and children’s rights

3.3 Breakaway fosters a climate that is fully committed to equal opportunities, inclusion, and actively challenging barriers and discrimination. We operate in alignment with the Equality Act 2010, as well as the Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice.

- All Breakaway staff are aligned with the SCF Vision and Values, embracing these principles as part of their professional practice, which are incorporated into their annual performance appraisals.
- Breakaway recognizes that every individual is unique and has valuable contributions to make for the benefit of all.
- Staff are fully aware that discrimination arising from disability involves treating a disabled child unfavourably because of circumstances related to their disability. Staff actively work to protect children from such experiences, ensuring that every child in our care is treated fairly and with respect.

3.4 The protected characteristics, as outlined by the Equality Act 2010, are fully understood at Breakaway, and reasonable adjustments are made as necessary to remove barriers and promote inclusion. These adjustments ensure that every child is supported in a way that respects their individuality and provides equal opportunities for participation and development.

- Age
- Disability

- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Breakaway has a robust policy on anti-discriminatory practice, which all staff members are required to adhere to. No child, group of children, or their families will be discriminated against in any way. Our support staff are committed to ensuring that all children and their families are treated with fairness, respect, and equality, without judgment or unequal treatment.

3.5 If support workers become aware that an individual or family is experiencing discrimination, they will offer immediate support and address the needs of all involved promptly. The issue will then be escalated to the Home Manager to ensure it is appropriately addressed.

3.6 Anti-discriminatory measures in place to protect children and their families include:

- Careful observation and monitoring of interactions and environments.
- Accurate and detailed case recording to ensure transparency and accountability.
- Vigilance in the key worker role to recognize and address any signs of discrimination.
- A thorough understanding of the needs of each family to provide tailored support.
- Raising concerns with relevant parties when necessary to ensure issues are addressed.
- Adherence to the whistleblowing policy to encourage reporting of any inappropriate conduct.
- Access to a Breakaway Advocate to provide independent support and advocacy for children and families.

3.7 Slough Children First and Breakaway are committed to upholding the principles of The Human Rights Act 1998. We recognize that children with disabilities are particularly vulnerable, and their needs and interests must be prioritized in all decision-making processes. Breakaway uses every opportunity to advocate for the rights of children with disabilities, aiming to enhance their lives and social status.

3.8 In line with the principle of equal opportunities, all children at Breakaway have fundamental rights. These rights include:

- The right to be treated with respect.
- The right to be treated fairly.
- The right to have their voices heard when decisions are being made about their future.
- The right to attend school and receive an education.
- The right to enjoy good health.
- The right to raise complaints if they are unhappy or worried about something.
- The right to have access to an advocate who can provide advice and support if their stay is not going well.

- The right to be cared for by support workers who actively promote and protect these rights.

4. EDUCATION

Supporting children with special educational needs

4.1 Children accessing the service at Breakaway will maintain regular school attendance as part of their daily routine. School transportation will align with the child's established home-to-school arrangements to ensure continuity in their educational experience. Breakaway staff will work in close collaboration with the Transport Department to facilitate seamless communication between the school, home, and transport services.

4.2 Breakaway staff are responsible for transporting children to and from Arbour Vale School. Children attending other schools are transported by their parents or carers.



4.3 To ensure consistent communication across all caregivers and settings, some children are provided with a home/school/Breakaway diary, where requested or beneficial. This tool enables support workers to gain valuable insight into the child's day, reinforce positive behaviours and achievements, and address any concerns or challenges. Close collaboration is maintained between Breakaway, families, schools, and the Children with Disabilities team to ensure coordinated support.

4.4 Education is highly valued. When children bring homework into the home, support workers provide assistance as needed and encourage completion of tasks. The home is equipped with a variety of resources, including books, iPads, a desktop computer with various applications, games, toys, and art materials. Additionally, children are given opportunities to engage in activities that promote both learning and the development of independence skills, such as shopping and cooking.

Supporting education and educational achievements

4.5 Breakaway staff actively participate in school reviews and conduct visits to observe their key children in the classroom setting. The key worker maintains regular communication and collaborates with both the teacher and the child to plan and track progress towards their SMART star goals, aligning them with the educational targets set at school. At Breakaway, we have an achievement rewards system where children can choose a sticker or certificate to recognize progress toward their SMART star goals. Additionally, accomplishments are celebrated through our 'STAR achievement' board, which is prominently displayed in the lounge.

The Home Manager meets with a designated school staff member on a termly basis to identify any concerns or areas for improvement related to individual children or services.

5. ENJOYMENT AND ACHIEVEMENT

Activities within the home include:

5.1 We offer a diverse range of activities tailored to each child's individual preferences, needs, and aspirations. The provision of play equipment and outings is a fundamental aspect of our service. We provide a variety of play activities, including access to up-to-date IT systems (such as tablets), art



materials, games, puzzles, and sensory toys. Additionally, all children have access to our newly refurbished sensory room, designed to enhance their sensory experiences.

5.2 Our secure and safe garden offers a range of opportunities for enjoyment, featuring specialized outdoor play equipment. This includes a water play area, bird's nest swing, sandpit, climbing frame, Buddy Bench and additional sensory play options, all designed to engage and support children's outdoor play and development.



5.3 We provide access to a minibus and drivers, enabling a variety of outings such as trips to the coast, local parks, and visits to local community facilities, allowing children to engage with the broader community and explore new experiences.

5.4 Children are assessed to ensure they have the opportunity to access and enjoy local facilities, either independently or with their peers, supported as necessary. This provides valuable experiences, particularly for children nearing adulthood, to foster independence and community engagement.

5.5 Key worker/1:1 sessions are offered to promote independence, such as cooking sessions. These sessions involve decision-making, teamwork, shopping for ingredients, preparing and cooking the main meal for the evening, and sharing the meal together.

6. HEALTH

Health care provided within the home:

6.1 Breakaway provides support to children with a variety of health needs, including epilepsy, asthma, eczema, and those on specialized feeding plans. Each child's health needs are addressed within their individual care plan, and emergency procedures are implemented where required. When nursing care is necessary, we collaborate with our health partners to ensure the appropriate services are commissioned.

6.2 In line with fostering independence and reducing dependency, children are encouraged to take an active interest in and, where practical, assume responsibility for their own health and the well-being of others. Our goal is to support children in becoming as independent as possible in all aspects of their care and in maintaining a healthy lifestyle.

6.3 The local authority nursing team (SSN) provides specialized care plan training for the Breakaway team, which includes the administration of emergency epilepsy/anaphylaxis medication, water flushes, and procedures, as well as competencies for special feeds. To ensure continuity, the nurses delivering this training are typically the named specialist nurses for the individual children. Health care plans are stored within the child's care plan, and support worker training records are maintained in the training file in the office.

6.4 Children's voices are always heard, ensuring that support workers are fully aware of any physical ailments or emotional concerns, and can address these needs promptly.

6.5 Breakaway has access to the Occupational Therapist within the Children's Specialist Support Team, who provides expertise in meeting the needs of children requiring manual handling and specialist equipment.

6.6 The home is equipped to assist children who require medication, in accordance with the Breakaway's 'Safe Administration of Medication Policy.' Children with complex health needs can access the service with prior agreement from the Primary Care Trust. It is the responsibility of the SCF and the home manager to ensure that trained and competent staff members are available to support the child during their stay. Support workers are also educated on the importance of promoting healthy living and actively assist children with daily hygiene routines, dental care, food choices, and menu planning. Health is further explored through play, stories, and activities.

6.7 Breakaway maintains a comprehensive cleaning regime to prevent the spread of infection. We liaise with external agencies regarding infectious diseases, and established protocols for managing these situations are followed diligently.

7. POSITIVE RELATIONSHIPS

Promoting contact between children, families and friends

7.1 Breakaway is a Short Break Home, designed to offer children enjoyable respite and short breaks while also providing families with an opportunity for rest. This service plays a key role in strengthening family relationships, building resilience, and supporting the stability and permanency of children within their families.

7.2 Breakaway operates an "open door" visiting policy, allowing contact and visits with a child at any time during their stay, unless restricted by any legal orders. As many activities involve outings outside of Breakaway, parents and carers are encouraged to contact the home in advance to confirm the child's location and ensure they are present for any planned visits.

7.3 Children have the freedom to call their families at any time. In certain circumstances, the frequency and duration of calls may be specified in the child's individual care plan. Support workers are trained to understand and follow each child's care plan, offering the appropriate level of support for communication needs as outlined.

8. PROTECTION OF CHILDREN

Homes approach to monitoring and surveillance

8.1 Breakaway does not employ sophisticated or recordable surveillance systems for monitoring children. However, for children with specific health needs that require more intensive monitoring, such as nocturnal epilepsy, an audio monitor may be used. These devices are only utilized when identified as necessary in the child's care plan, and prior consent is obtained from parents/carers and, where possible, the placing authority. To ensure the child's privacy, they are made aware when the monitor is turned on and off, using appropriate communication methods such as words, Makaton, or symbols.

8.2 In line with individual needs, children at Breakaway receive support that includes appropriate levels of supervision, based on their assessed needs and profiles. This can include group supervision, 1:1, or 2:1 ratios. Breakaway is designed to allow children access to all shared areas of the home, promoting both independence and privacy when it is safe to do so.

8.3 Breakaway has a key-lock door system on all external doors and internal doors, except for communal areas, toilets, and bathrooms. There is unrestricted access to the garden and play areas, ensuring children can enjoy the outdoor space safely.

8.4 The external front access key-lock door is not intended to restrict children from leaving but to ensure their safety when doing so. Children have access to various communication methods to request permission from staff if they wish to go on an outdoor activity or be picked up by a parent or carer. These potential risks are addressed in the home's risk assessment to ensure appropriate safety measures are in place.

8.5 Breakaway support workers are fully trained in the procedures and protocols related to children who may go missing or be at risk of sexual or criminal exploitation. A location risk assessment has been completed, and there are no identified risks associated with the home's location.

Behavioural support

8.6 Breakaway operates in accordance with the Behaviour Management Policy. All Breakaway staff receive training in the Able Target System every three years to ensure they are equipped with the necessary skills and knowledge. The children's care plans and risk profiles are updated annually, or sooner if there are any changes, with input from multiple agencies. These plans are reviewed, agreed upon, and signed by parents/carers to ensure a collaborative approach.

8.7 A multi-agency approach is consistently used to support children's behavioural needs, working in partnership with families and the Behaviour Support Specialist. This collaborative effort helps identify the most effective strategies for managing a range of emotions and behaviours, ensuring that behaviour management responses are consistent across all settings.

Able Target System Aims:

- To promote the use of the least intrusive positive handling strategies, employing a continuum of gradual and graded techniques. Emphasis is placed on verbal and non-verbal de-escalation strategies, which must be fully utilized before any positive handling strategies are implemented.
- To equip services with the tools to develop acceptable and authorized responses to disruptive, distressing, angry, or aggressive behaviours, maintaining positive relationships and ensuring safety for all through training in the Team-Teach approach.
- To reduce the frequency of serious incidents involving physical interventions across all settings, prioritizing the exhaustion of behaviour management strategies in the first instance.
- To raise staff awareness regarding the importance of recording, reporting, monitoring, and evaluating all incidents involving positive handling, ensuring thorough documentation and analysis.
- To provide a structured process of repair and reflection for both staff and children, fostering opportunities for learning and growth following incidents.

8.8 The policy and practice at Breakaway focus on diverting children from unacceptable behaviours through methods outlined in their individual care plans and risk profiles. This approach emphasizes positive reinforcement, modelling appropriate behaviour, and using redirection/distraction strategies to guide children toward more positive actions.

8.9 Support workers are always vigilant in ensuring that the behaviour of one child does not harm another. If a child is distressed, they may be supported by being withdrawn from the group, allowing time for them to calm down in a safe and supportive environment.

8.10 Any instance of physical support or intervention is recorded in the Restraints Book and logged in the child's log on ICS, which notifies their social worker. Parents and carers are promptly notified when appropriate. Support workers are required to document the child's response or views in the intervention log, and any impact is carefully considered.

8.11 Distraction and prevention are key skills utilized by the Breakaway team. The use of restraint is rare, and any incidents are thoroughly documented and monitored by the Home Manager, through monthly Regulation 44 visits, and by the Responsible Individual (Head of Service), ensuring a thorough review process.

8.12 Breakaway promotes positive behaviour and aims to support children in responding to undesirable behaviours with restorative, conciliatory actions. While rare, the use of sanctions may be considered when appropriate. A child will be given a warning and the opportunity to change their behaviour before any sanction is applied. Sanctions are only used when clearly identified and agreed upon in the child's care plan and risk profile, ensuring the child has the capacity to understand the consequences. The sanctions record book is completed in full, and it includes a list of prohibited sanctions.

9. LEADERSHIP AND MANAGEMENT

9.1 Details:

Registered Provider:

Slough Children First Limited

Observatory House

25 Windsor Road

SL1 2EL

Responsible Individual:

Saima Arif

Head of Regulated Services

Slough Children First, Observatory House, 25 Windsor Road, SL1 2EL

Email: Saima.arif@sloughchildrenfirst.co.uk

Registered Manager:

Ranbir Sidhu

Email : Ranbir.sidhu@sloughchildrenfirst.co.uk

9.2 Support Staff experience and qualifications

The Registered Responsible Individual - is responsible for the supervision of the Home Manager and the quality and delivery of a safe service.

The Home Manager is responsible for the day to day operational management of the home.

Team Leader support the Home Manager

Qualifications within the Breakaway team include:

- N.V.Q./ Workforce Diploma Level 3 Social Care
- Able Target System qualifications
- Qualification for driving the mini bus
- Makaton
- Fire Safety
- Safeguarding Children
- Epilepsy Awareness
- Administration of Medication
- Emergency Treatments/ First Aid
- Child Sexual Exploitation

Experience within the Breakaway team includes:

- Mental health awareness
- Makaton trainers
- Interveners for sensory impaired children
- Extensive experience of working with children with disabilities in a various settings
- Experience in managing challenging behaviours within residential home/school settings

The qualifications and experience of all staff are documented in an appendix, which can be provided upon request.

The Breakaway team is highly experienced and dedicated, with extensive expertise in working with children with disabilities. Breakaway has a proven track record, as evidenced through Ofsted inspections, of delivering services that result in positive outcomes for children.

The Leadership Team understands that effective supervision is a key element of high-quality service delivery. In accordance with the Children's Homes Regulations 2015 and SCF's Supervision Policy, all staff receive regular supervision. This includes various formats such as team supervision, team meetings, and, where appropriate, learning events. All staff, including ANWs and agency personnel, are also provided with individual 1:1 supervision, which includes reflective practice sessions with the management team. Additionally, an annual appraisal system is in place to ensure ongoing personal and professional development.

9.3 Staffing structure

Chief Executive for Slough Children First/Director of Children's Services
Director of Operations
Responsible Individual/ Head of Service
Home Manager
Team Leader
Residential Child Care Officers
Business Support Officer

9.4 Promoting appropriate role models within the home

Breakaway currently employs a staff group of twenty-five individuals. To maintain a positive gender balance, recruitment efforts continue to focus on attracting male applicants. The team is diverse in terms of age, religion, and sexuality, which brings a variety of perspectives and experiences to the service.

In addition to the core staff team, Breakaway has a reliable group of experienced bank staff employed by SCF. These staff members are utilized to cover for annual leave, sickness, and gaps in the rota. All bank staff undergo mandatory training specific to the service. When necessary, we also engage regular agency staff to ensure a balance of age, ethnicity, and experience within the team.

10 CARE PLANNING

Admissions to the home

10.1 SCF is the registered provider of Breakaway, resulting in a significant number of referrals originating from SCF Social Care. However, Breakaway has the capacity to serve a larger population and has recently begun accepting referrals from outside the borough.

10.2 All children eligible for Breakaway services will have this identified through a social work assessment. After the assessment and in collaboration with the child and their family, the child's needs and desired outcomes will be outlined. A proposed support package will be developed, which may include short break services at Breakaway.

10.3 When accepting referrals from outside the borough, the Breakaway management team will conduct a comprehensive review, including an impact risk assessment, home visits, and reports from the assigned social worker. A contract outlining the services to be provided will be created and signed by both parties. Additionally, the Individual Placement Agreement (IPA), data-sharing agreement, data-sharing impact assessment, and any other necessary documentation must be completed and in place before the child's admission.

10.4 All referrals are discussed with the Home Manager, Children with Disabilities Team Manager, and Registered Responsible Individual (Head of Service) as part of a multi-professional panel. Admissions to Breakaway are subject to approval by the Home Manager, based on the outcome of the impact risk assessment. Once it is determined that the child's needs can be met at Breakaway, a tailored introduction will begin. The level of service provided will depend on the child's assessed needs. If the number of visits is under 74 nights per year and no more than 17 consecutive nights, Regulation 48, and either Section 17 or Section 20 (4) of the Children's Act 1989 will apply. For stays exceeding 75 nights per year or more than 17 consecutive nights, full Child Looked After requirements must be followed. A social worker will regularly review each child's individual needs.

10.5 Once a referral is accepted, a key worker from the Breakaway staff team is identified and makes contact with the family. The child and their family are invited to visit the home, and the key worker carries out a home visit and a school visit to gather necessary information for writing the care plan, risk assessment, and impact risk assessment. Following this, a formal multi-professional planning meeting is held, during which the care plan, risk profile, and other relevant documents are finalized. Introductory visits are arranged at this stage.

10.6 A social worker will conduct regular reviews of individual children's needs. For children who stay more than 74 nights a year or have multiple placements, their packages will be reviewed through the Child Looked After or Child in Need review system on a minimum six-monthly basis.

10.7 Breakaway shares a commitment with others in supporting children and families facing crises and requiring short-notice stays. If the child meets Breakaway's criteria for admission, it may be possible to offer services on short notice in certain circumstances.

10.8 To facilitate this, the social worker must have assessed the situation and identified the need, confirming that Breakaway is the most appropriate option for meeting the child's needs. Other options, such as the child staying with family or friends, a foster carer, or a short break carer, must have been explored and ruled out. Decisions will also consider the impact on other children using the service, ensuring that Breakaway can continue to provide high-quality care. If necessary, rearrangements or cancellations of other children's visits may occur to manage capacity or group impact risks. Decisions regarding short-notice stays will be made by the Breakaway Management Team in collaboration with the social worker. Breakaway should not be the first option when a family is in crisis, but may provide an appropriate solution when other options are unavailable.

10.9 Prior to agreeing to a child's stay at Breakaway (admission), relevant documentation (Short Break Care Plan, including medical information, Risk Profile, and Impact Risk Assessments) and introductions must be completed and reviewed.

10.10 Depending on the nature of the crisis, introductions to Breakaway may take place over more than one visit, ideally conducted at the child's pace unless there are compelling reasons otherwise. A rapid planning process will be implemented for these short-notice visits, ensuring a clear plan is outlined.

10.11 It is important to note that, although Breakaway is registered as a Children's Home, it is a Short Breaks provision. While we strive to create a 'home away from home,' Breakaway is specifically designed for children who come and go regularly. As such, it should not be considered suitable for stays that exceed 17 consecutive days or fall outside the definition of a Short Break.

10.12 If a short-notice visit cannot be considered a Short Break, either due to the anticipated length of stay or the lack of a clear plan, a Placement Planning Meeting will be held within five days of admission to assess the child's best interests. For stays planned for or exceeding 17 days, Ofsted will be notified, and robust planning for the child's transition to a permanent placement will be initiated as soon as is practicable.

NOTE: A family's level of need can fluctuate, increasing or decreasing based on the assessed needs at the time.

Ranbir Sidhu [Registered Manager]

Saima Arif [Responsible Individual]