

# **SES KITE**

## **Promoting Positive Health**

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## 1 **RATIONALE**

This document aims to set out how SES Kite strives to promote positive health of young adults living in our supported accommodation homes.

All young people and adults arriving at SES Kite need a holistic framework of care, support and guidance for them to succeed in the learning process. Every young adult's personal health is promoted through a range of systems and structures that commence from admission. It is our aspiration that all young adults living in supported accommodation develop life long skills and knowledge that enable them to thrive as adults. Understanding the importance of positive health and its relationship with successful adulthood is a key component of SES Kite supported living.

## 2 **EXPECTATIONS FOR LIVING IN SUPPORTED ACCOMMODATION**

All young adults living in SES Kite supported accommodation will likely have a range of complex needs, and have experienced difficulties and traumatic events in their childhood. Once supported accommodation has been assessed as being appropriate for a young person, part of their personal growth is adhering to the expectations set by SES, combined with personalised support and mentoring.

The expectations for living are set in the Young Person's Supported Accommodation Agreement. The purpose of this agreement is to achieve a balance between nurture and structure, helping young adults learn standards of living that enable positive health to flourish.

See appendices for a copy of the Accommodation Agreement.

## 3 **SES STRUCTURES PROMOTING POSITIVE HEALTH**

Young adults positive health is promoted through a range of formal structures, as well as through every interaction they experience with the staff team.

### 3.1 **ADMISSIONS PROCESS**

The admissions process identifies positive indicators and needs in seven dimensions:

- Education, training and employment
- Social, emotional and mental health
- Physical health and medical conditions
- Established family and peer relationships
- Identity
- Practical life skills for independent living
- Living arrangements and support beyond SES

Additionally, a range of potential obstacles are assessed:

- History of Criminality
- History of Peer Delinquency / Gang Culture Experience
- History of Pathological Behaviour
- Presence of Autistic Spectrum Disorder
- History of Sexualised Behaviour
- History of Poor Response to Therapeutic Approaches
- History of Absconding / Going Missing
- History of Exploitation
- Presence of Significant Mental Health Issues
- History of / Potential of Substance Misuse

Following a decision to offer a place to a young adult, the staff team will plan a personalised approach for them based on the above information. This will identify areas of positive health that need addressing through the PAN process and within targeted mentoring sessions.

### 3.2 PORTFOLIO OF ACHIEVEMENTS AND NEEDS (PAN) PROCESS

At the centre of our work is a 'no limits' highly personalised learning package developed from the young adult's Portfolio of Achievements and Needs (PAN). Our young adults need an holistic framework of care, support and guidance for them to engage in the development and learning process. SES provides such a framework of high quality care and therapeutic intervention embedded in a highly personalised learning experience. We accept no barriers to innovation, creativity and response in order to reawaken a passion for learning in each young adult.

Portfolio of Achievement and Need (PAN) refers to the process of overall planning that supports an individual's learning and development at SES. Care planning is embedded within this process.

At SES we also believe that all parts of the waking day and all experiences are potential learning opportunities.

The PAN process and planning structures are what we use to draw together social, health and academic learning development. It commences as part of the admissions process, identifying long-term aspirations for young adults in partnership with the placing authority, and where appropriate, their family. Key documents such as the lead consultant report and Principal's Statement of Intent letter inform the subsequent PAN planning structures.

Learning targets are not deficit based by concentrating solely on perceived needs. We actively seek to start with a young adult's strengths, passions and talents and expand from there.

We encourage young adults to make choices, state preferences and define outcomes for themselves, and we respect these choices and preferences.

The ultimate goal for our young adults is **maximising achievement**, academically, vocationally and socially, and we accept no limits to what their learning package and / or journey might look like. This might mean attending a Further Education placement, a vocational placement, bespoke training packages or employment. In

some cases, they may be supported, coached or taught by adults from Tower Hill, the broader SES team, or by specialist consultants or instructors bought in to enrich development and learning opportunities. In most circumstance it will be a combination of these.

*(See also SES Kite Supported Accommodation Supporting Development and Learning policy and Practice Document)*

### 3.3 PERSONALISED MENTORING

All young adults living in SES Kite supported accommodation will receive a minimum of ten hours personalised support. Each week they will be expected to participate in 1:1 mentoring sessions that focus on personalised achievements and needs. This is based on the Development and Learning dimensions that mirror the admissions process. All mentoring sessions are recorded with actions identified for next steps.

Many young adults will require extensive support on how to build and sustain positive health. Mentoring incorporates learning that is developed to be age and stage of development appropriate (especially when considering the needs of our young adults) and could potentially cover issues such as:

- healthy and respectful relationships
- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to- sexual consent, sexual exploitation abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support
- what constitutes sexual harassment and sexual violence and why these are always unacceptable.

Advice and guidance is available from wider SES establishments (Avocet House and Turnstone House); the Learning Centre teams have access to a wide range of resources, especially in PSHEE.

### 3.4 LIFE SKILLS PROGRAM

The SES Life Skills programme is an integral aspect of the PAN planning structures.

The Life Skills programme is designed to teach young adults all the practical skills they need to be able to live independently successfully. It is designed so that all young adults can achieve to their own ability, with success possible soon after admission. Effective life skills learning should be an integral part of every day routines for young adults, with staff adults planning experiences in a natural, domestic way.

The programme is split into five sections:

- Finance
- Home Management
- Self Care, Health and Food
- Social Skills and Relationships
- Travel

Each section has three levels (bronze, silver and gold), with an additional platinum level for skills needed as a young adult). Positive health is achieved as a direct result of progressing through the Life Skills program.

Within the Life Skills program there are specific modules on the dangers of smoking and substance misuse. These key areas will be the focus of mentoring sessions if required, with additional services available through the local doctors and local service such as the Matthew Project and Mancroft Advice Project.

### 3.5 24 HOUR LEARNING

At SES our vision is to deliver an integrated and personalised development and learning package for each young adult.

Learning is a life-long process process, especially for the young adults arriving at SES Kite homes. It is therefore unsurprising that at SES we take advantage of all opportunities open to us for extending learning experiences across the 24 hour cycle. This means that all staff adults will be 'educators' in the broadest sense and that all experiences relating to individual needs can be planned, monitored and used to 'accredit' learning.

SES believe it is essential that all young adults are provided access to a variety of experiences beyond formally taught learning, for example experiential learning, learning in the outdoors, visits to theatres, concerts, museums, trips to historical, geographical and religious places of interest. These experiences also build cultural capital for our young adults.

### 3.6 RESTORATIVE APPROACHES

At SES Kite we are committed to building a community ethos and spirit, one where there is an understanding that behaviours, both positive and negative, have a consequential impact upon the community and home. All misbehaviour or issues should be viewed as a learning opportunity, particularly in respect of building understanding and empathy. A restorative approach is essential in building this understanding and empathy for others and achieving sustained, positive change in behaviour.

Restorative principles that enable positive health to develop are:

- A process where young adults face and listen to the impact on, and feelings of, others who have been affected directly by their behaviour and indirectly in the wake of their behaviour.
- That due reference is given to its impact on the community.

- As part of the process alternative choices and actions are reflected upon or reflected back and explored.
- Any acts of reparation relate as far as possible to atonement to the individuals affected or are for the benefit of the community.

Restorative approaches may take many forms and those dealing with situations, as well as those involved, are encouraged to think creatively about how matters might effectively be addressed encompassing a restorative approach.

#### **4 EXTERNAL SPECIALIST SUPPORT**

SES Kite have a range of consultants available to assist in promoting positive health for young adults.

Consultants work at both person specific, team development and strategic levels with SES. Their influence is carefully integrated into all aspects of the work with our young adults from admissions, casework planning, bespoke individual interventions, training, and systemic family therapy to extending our "no limits" thinking and energising our innovation.

Individual therapeutic work with people is based on a belief that there is a dynamic process operating in which they explore at their own pace those issues, past and current, conscious and unconscious, that are affecting their lives in the present. Their inner resources are then enabled by the therapeutic process to bring about positive growth and change.

All planned therapeutic interventions need to have a focus on developing trusting relationships within the context of our SES environments. At SES we understand that a regular and reliable relationship with the adult staff, they see on a daily basis within our establishments is a far bigger priority than meeting a therapist once a fortnight in a remote clinic environment. Developing psychological formulations with a network of care professionals in the person's system offers a much more appropriate understanding of them and appropriate intervention; alongside the provision of regular supervision and support for the staff.

#### **5 APPENDICES**

##### **5.1 YOUNG PERSON'S ACCOMMODATION AGREEMENT**

## YOUNG PERSON'S ACCOMMODATION AGREEMENT

Young Person Name: *(Name)*

Social Worker / Personal Advisor: *(Name)*

Who the agreement is between: *Tower Hill (Supported) and (Name)*

Agreement start date: *(Start Date)*

Keyworker / Mentor: *(Name)*

Address: *14 Tower Hill, Beccles, Suffolk, NR34 9YN*

What area of the home are yours: *Bedroom (Top of the stairs to the right)*

What areas of the home are shared: *Communal areas, bathroom, downstairs toilet, Lounge, Kitchen*

Maximum Occupancy: *3 Young People*

Your Responsibilities:

- To live in your home
- Not to cause damage to the property or the possessions within the home
- Work with your mentor to help you to develop your independent living / life skills
- To attend and engage in all sessions booked with your mentor and communicate and make them aware of any issues with attending in advance if something out of your control arises.
- Inform us if something is broken and needs fixing or any maintenance issues such as a leaking tap.
- Keep the home clean and tidy, to support each other (other young people residing at the home) in managing this
- To attend fortnightly house meetings
- Ensure that you ask if you wish to have a pet in your room / home before doing so to ensure this is suitable for everyone and meets the tenancy agreement for the property.
- To make sure that you aren't noisy to prevent upsetting other people or the neighbours
- You are allowed visitors but they are to respect the home and understand its also other people's home and their space to feel safe
- Mustn't allow others to live within your room / house (unless they also reside within the property)
- Mustn't do anything that breaks the law
- No Smoking / vaping within the property and grounds by yourself or visitors
- No consumption of alcohol under the age of 18
- If you wish to stay out overnight we request that you make use aware that this will be happening



If there are any rules broken what will happen?

- Your mentor will meet with you to discuss what has happened and look to put a plan together to support it from happening again
- If this continues you will then have a meeting with your Mentor and the Manager to discuss next steps
- If this continues there would be further discussion about whether the placement is viable

Young Person  
Mentor  
Manager  
Social Worker

Sign  
Sign  
Sign  
Sign

Date  
Date  
Date  
Date