FOOTSTEPS CARE

Statement of Purpose

GOODMAYES · OCTOBER 2026



Safe · Stable · Loving · Reflective · Learning-led

Children's home | Ofsted URN: 2540285

Contents

Nine sections covering the care, support and leadership arrangements at Footsteps Care.

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Footsteps Care • 515–519 Green Lane, Goodmayes, IG3 9RH

01 Quality and Purpose of Care

Footsteps Care provides residential care and accommodation for up to seven children and young people aged 5 to 18, whose individual needs may include learning disabilities, physical disabilities, autism, complex health needs and behaviours that may challenge. Our purpose is to offer a safe, welcoming and consistent home in which each child is understood as an individual, supported to build positive relationships and enabled to make progress from their own starting point. We consider admissions individually, taking into account the home's registration, staffing, environment, and the needs of children already living here.

We aim to create a warm, welcoming and homely environment where children are treated with dignity, supported to make choices and develop a sense of belonging. We encourage and support children, through their preferred communication methods, to influence their living spaces, routines, and daily experiences. Family photographs, personal belongings and meaningful interests are welcomed, subject to the child's wishes and individual needs.

We recognise that a sense of belonging is built through everyday experiences: familiar adults, shared meals, meaningful activities, predictable routines and time with the people who matter to each child. Adults take time to understand each child's communication, preferences, and experiences, rather than assuming all children experience the home the same way.

Clear routines, safe boundaries and responsive relationships help children understand what to expect and feel secure. Adults adapt expectations and support to children's developmental, communication, sensory and health needs, while promoting choice, privacy and as much independence as is appropriate for each child.

Our approach is reflected in children's daily experiences, individual care plans and keywork sessions, and how we respond to feedback from families and professionals, review progress and learn from practice.

Accommodation and Facilities

Footsteps Care is a single-storey, seven-bedroom children's home in Goodmayes, in the London Borough of Redbridge. The accommodation supports children with a range of mobility, personal care, sensory and health needs while maintaining a comfortable, domestic environment.

The home has a spacious shared lounge and dining area with a television, a fully equipped kitchen, and an activity room near the kitchen for play, creativity and other interests. The kitchen provides access to the rear garden, which has soft-impact artificial turf and a play area. The Registered Manager's office is located beyond the kitchen in the rear garden, accessible from the main building. This arrangement provides a separate space for management work while keeping the home itself focused on children's daily life.



Shared lounge and dining space

A discreet staff office remains within the main building. It is positioned to support communication, care planning and appropriate oversight without unnecessarily encroaching on children's shared living spaces.

Our sensory room gives children opportunities to explore different sensory experiences, support their emotional regulation, and take part in activities suited to their individual needs and preferences. Adults use the room flexibly, with reference to each child's care and support arrangements, recognising that children may seek either calming or stimulating experiences at different times.

The lounge and corridors are air-conditioned to help maintain a comfortable environment, particularly for children whose health conditions or sensory differences can make temperature changes difficult.

Children are supported to personalise their bedrooms and choose items that reflect their interests and identities. Bedrooms can accommodate televisions and suitable personal devices, subject to individual wishes, safe use and any relevant assessments. Each child's bedroom remains their private space, and adults respect their dignity and preferences.

All seven bedrooms are on the ground floor and have an en-suite shower room or wet room with a toilet and washbasin. Automatic lighting and ventilation support day-to-day use of these spaces. A separate bathroom with a full-sized bath provides another option where this meets the child's preferences and assessed needs.

Fire safety measures include fire detection and alarm systems, a building-wide sprinkler system, emergency lighting and fire-resisting doors along the corridor. These arrangements are supported by maintenance, fire risk assessment, individual evacuation planning and staff training, as applicable to each child's needs.

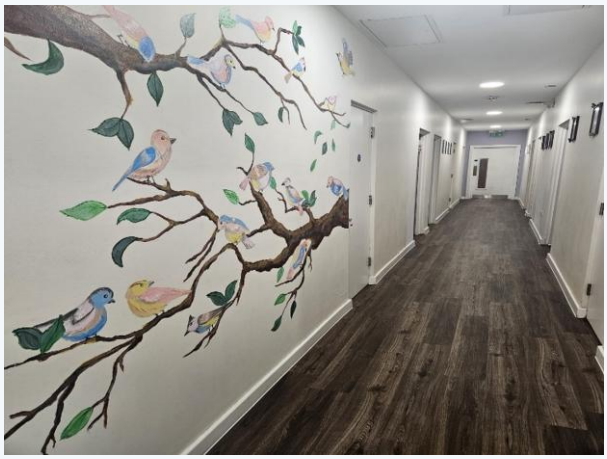
The site has secure boundaries and external CCTV as part of its safeguarding and security arrangements. CCTV is not installed in children's bedrooms or other private living spaces. We maintain and review the premises through routine checks, risk assessments, and planned works.

A Look Around Footsteps Care

A glimpse of the spaces children use for daily life, play, relaxation and rest.



Sensory room



Decorated corridor



Bedroom example



Bedroom example

Each child's room is their own space. The bedroom photographs are examples; spaces are personalised to reflect children's individual needs, choices and interests.



Our garden and outdoor play space

Ethos and Outcomes

Our approach to care is guided by a shared commitment to providing a safe, stable, loving, reflective and learning-led home. We recognise each child's individuality, strengths, identity and communication needs. Through positive caregiving, consistent relationships and reflective practice, we aim to create an environment where children feel safe, understood and valued, and where their individual needs and experiences remain central to our decisions.

Trusted relationships, predictable routines, and sensitive responses to distress promote children's safety and sense of security. Adults work alongside families, social workers, education providers, and health professionals to understand each child's experiences and agree on approaches that can be applied consistently in everyday care.

Before a child moves into Footsteps Care, we seek the information needed to understand their needs, risks, preferences, communication and existing support arrangements. We review the resulting placement and individual plans as adults learn more about the child and as their needs or circumstances change. We measure progress against meaningful, individual goals rather than comparing children with one another.

Trauma-informed approaches in everyday care

We recognise that children's past experiences, including loss, change and difficult life events, can affect their sense of safety, trust and emotional wellbeing. We also understand that a child's behaviour or distress may be linked to their communication, sensory or health needs. Taking time to understand these experiences and individual needs helps us respond with patience, consistency and care.

Our staff team draws on positive caregiving and emotion coaching as part of our developing trauma-informed approach. In everyday practice, adults aim to connect before correcting, acknowledge children's feelings, remain calm and provide predictable routines and clear, safe boundaries.

We recognise that this is an ongoing area of learning and development. Staff are encouraged to reflect on their approaches through supervision, team meetings, key-work sessions and incident reviews.

Footsteps Care is not a specialist therapeutic service and does not provide in-house psychological therapy. Where specialist assessment or therapy is needed, we work with the child's placing authority and appropriately qualified professionals to help children access the right support.

Our objectives

- **Safety and stability:** To provide safe, dependable care through positive relationships, effective safeguarding and routines adapted to the child.
- **Health and emotional wellbeing:** To meet daily health needs and recognise the influence of communication, sensory experiences and emotional regulation on each child's wellbeing.
- **Education and learning:** To work with education providers to support attendance, achievement and learning opportunities that reflect each child's abilities and aspirations.
- **Progress and planning:** To review individual outcomes through care records, professional meetings, children's views and feedback from those important to them.
- **Choice and participation:** To enable children to influence decisions using their preferred communication methods, including non-speaking forms of communication.
- **Recognising achievements:** To notice and celebrate meaningful progress, however small, in ways that matter to the individual child.
- **Personal goals:** To help each child work towards achievable goals, reviewing support when circumstances change.

- **Children's voice:** To involve children in care planning, everyday decisions and the development of the home, with appropriate support.
- **Independence:** To develop practical skills and decision-making in ways that are safe, realistic and adapted to each child's needs.
- **Relationships:** To support secure, respectful connections with adults, peers, family members and other important people.
- **Coordinated care:** To work with health, education and social care professionals so that plans are understood and joined up.
- **Positive behaviour support:** To respond with curiosity, empathy and appropriate boundaries, seeking to understand the reasons for behaviours of concern.

These objectives guide our everyday practice and are regularly reviewed through care planning, management oversight, feedback and quality assurance processes.

Location

Footsteps Care is located in Goodmayes, in the London Borough of Redbridge. Local shops, transport links, leisure facilities and community spaces provide opportunities for children to access services and activities appropriate to their individual needs.

Local Amenities:

Convenience: The home is close to local shops that meet the daily needs of our young people.

Accessibility: The comprehensive transport network, including buses and the Elizabeth Line, offers quick access to larger shopping complexes in Ilford and Romford, a mere three-minute train ride or a ten-minute bus journey away.

Recreation: Westfield Stratford, one of the largest shopping centres in London, is a short train ride away and offers an array of retail and entertainment options.

Leisure Activities: In nearby Romford, we have a diverse range of recreational facilities, including cinemas, bowling alleys, and restaurants to suit different culinary preferences.

Outdoor Activities: A local park with child-friendly amenities is nearby, along with a comprehensive gym and leisure complex, offering a balanced mix of indoor and outdoor activities for our young people.

Safety Measures:

The home undertakes an annual Location Risk Assessment to consider local risks, access to community resources and the suitability of its location. The staff team monitors the safety and condition of the premises through regular health and safety checks, risk assessments, and maintenance arrangements, with the staff team, designated health and safety leads, home management, and facilities management each contributing within their respective roles.

Support for Cultural and Linguistic Needs

Footsteps Care is committed to providing an inclusive environment where children's cultural backgrounds, languages, beliefs and individual identities are recognised, respected and valued. Our multi-ethnic team of adults brings a rich tapestry of backgrounds and experiences, enhancing our collective ability to meet the diverse needs of the children in our care.

Assessment and Planning: Before admission, we seek information about each child’s cultural, linguistic and religious needs. This informs individual care planning and helps adults provide appropriate support from the start of the placement.

Communication and language: Adults learn each child's preferred ways of communicating, including speech, signs, objects of reference, photographs, symbols, communication aids, or other methods identified in their plans. We seek interpreting and translation support when needed and adapt information so children and families can understand and participate.

Religious and Cultural Practices: We respect and support each child's religious beliefs and cultural practices, recognising their importance to the child's identity and sense of belonging. We provide ongoing support for specific dietary requirements, clothing preferences, and religious observances. Where religious or cultural practices are important to a child or their family, we support these in ways that reflect the child's individual needs, wishes and agreed care arrangements, including access to places of worship where appropriate.

Training and Development: We regularly review our team's training needs to support their understanding of children's different cultural backgrounds, languages and beliefs. Where a planned admission identifies a need for additional knowledge or skills, relevant training or guidance is arranged in advance wherever possible.

Diversity and Equality

At Footsteps Care, we do not just acknowledge diversity; we celebrate it. Our commitment to an inclusive environment is reflected in the richness of backgrounds and experiences among our children, adults, and visitors.

Legal Framework and Policies: We work in line with the Equality Act 2010, promote equal opportunities and do not tolerate discrimination. Adults respect children's rights and individual identities and respond appropriately to concerns about unfair treatment.

Rights and Protections: Every child at Footsteps Care has the right to be treated fairly, with dignity and respect, regardless of their background, abilities, beliefs or individual needs. Our policies strengthen these rights and protect against abuse, bullying, and unfair treatment under our behaviour management policy.

Promoting Equality and Respect: At Footsteps Care, we promote equality and respect through our everyday care and interactions with children. We support children to recognise and appreciate differences in ways that are meaningful to them, taking into account their individual abilities, understanding and communication needs. Adults lead by example, demonstrating kindness, fairness and respect, and use everyday experiences, activities and keywork sessions, where appropriate, to help children develop their understanding of others.

Addressing Discrimination: If a child experiences discrimination, our adults are trained to guide them through the appropriate channels to voice their complaints. The goal is not just to resolve the issue, but to empower our young people to stand up to prejudicial behaviours.

Complaints Handling

At Footsteps Care, we take children's concerns, complaints and worries seriously. We recognise that many of the children in our care have complex communication needs and may be non-speaking or pre-verbal. This means that children may express their feelings, wishes or concerns in different ways.

Adults take time to understand each child's communication and recognise changes in behaviour, presentation, or emotional responses that may indicate distress, discomfort, or dissatisfaction. Where concerns arise, staff seek to understand what the child may be communicating and take appropriate action.

We support children to express their views using their preferred methods of communication, including Makaton signing, gestures, facial expressions, augmentative and alternative communication (AAC)

devices, Picture Exchange Communication System (PECS) and PODD communication books, where appropriate. Children's views and experiences are also explored through everyday interactions, individual keywork sessions and house meetings, adapted to their communication needs and level of understanding.

Staff have an important responsibility to recognise and raise concerns on behalf of children who may be unable to do so independently. We also recognise the importance of independent advocacy and support children to access this where appropriate.

Mechanism for Raising Complaints

Initial Point of Contact: Children, families, advocates and others acting on a child's behalf can raise concerns with any adult in the home or directly with the Registered Manager. Adults will support children to communicate their concerns and ensure these are brought to the attention of the appropriate person.

Escalation: If a complaint concerns the Registered Manager or has not been satisfactorily addressed, it can be escalated to the Responsible Individual, who is also a director of the organisation. Anyone who is the subject of a complaint will not be involved in investigating it, except where appropriate during informal resolution.

Independent Routes: Children and those supporting them may also contact their social worker, Independent Reviewing Officer, Ofsted or the Children's Commissioner's Help at Hand service. Children will be supported to access independent advocacy where needed. These arrangements do not replace immediate safeguarding action where a child may be at risk of harm.

Documentation

Complaints are recorded and addressed in line with the home's complaints policy, including the actions taken and outcomes.

Formal complaints receive a written response outlining the findings and any actions taken.

Children are supported to understand the outcome of concerns raised on their behalf, using communication methods appropriate to their needs.

Contacts

Responsible Individual: Anslim Narinesingh – anslim@footstepscare.net

Registered Manager: Gloria Natasha Bailey – natasha.bailey@footstepscare.net

Ofsted: enquiries@ofsted.gov.uk | 0300 123 1231

Children's Commissioner – Help at Hand: help.team@childrenscommissioner.gov.uk | Freephone 0800 528 0731

Copies of the home's Complaints Policy are available upon request. People and organisations involved in a child's care or protection can also request access to the home's Safeguarding and Child Protection Policy, Missing-from-Care Policy and Behaviour Management Policy through the home's contact details provided above, subject to appropriate confidentiality arrangements.

We aim to ensure that all concerns and complaints are handled fairly, respectfully and without delay, using any learning to improve the care and support provided to children.

Teamwork

At Footsteps Care, teamwork is central to the way we care for and support our children. Our team brings together adults with different experiences, knowledge and strengths, who share a commitment to providing consistent, high-quality care. We recognise that supporting children with complex needs requires good communication, flexibility and a shared sense of responsibility.

Working Together and Supporting One Another

We believe that when adults feel supported, communicate openly, and work well together, they can better provide the stability, consistency, and reassurance children need.

When challenges arise, or additional support is needed, our team comes together, supports one another, and works toward solutions that put the children's needs first.

Leadership plays an important part in creating this culture. We encourage adults to be calm, patient, reflective and accountable for their practice, while promoting open communication, mutual support and respectful professional challenge.

Working Together to Meet Children's Individual Needs

Our team works closely together to develop a shared understanding of each child's personality, communication methods, preferences and individual needs. By sharing observations, experiences, and knowledge, adults can provide consistent care and respond appropriately to children's changing needs.

We recognise the importance of kindness, patience, and consistency, especially when supporting children who may struggle to express themselves. Our team works together to:

- Maintain consistent approaches to children's care and support.
- Encourage children to make choices, develop skills and enjoy new experiences.
- Recognise and celebrate children's achievements, however small.
- Use keywork sessions and individual time to strengthen relationships and understand children's wishes, feelings and experiences.
- Recognise children's individual communication, behaviour and presentation to identify preferences, concerns and changing needs.

Relevant observations, discussions and achievements are recorded and shared to support continuity of care.

Reflective Practice and Continuous Learning

We place great importance on learning and reflection as a team. Adults are encouraged to share experiences, recognise what works well and consider where improvements can be made.

We support this through regular opportunities for communication and reflection, including daily handovers, staff meetings, supervision and discussions following incidents.

These opportunities help adults to learn from one another, provide constructive feedback, respectfully challenge practice and agree on consistent approaches that meet children's individual needs.

Above all, we recognise that providing good care is a shared responsibility. We value our team's commitment and willingness to support one another, particularly during challenging situations. By working together and continuing to learn, we aim to create a positive, supportive environment where children feel safe, loved, understood, and valued.

02 Children's Views, Wishes and Feelings

At Footsteps Care, we recognise that every child has the right to be listened to and have their views, wishes and feelings considered in decisions about their care and everyday life. We understand that children communicate in different ways, and we take time to understand how each child expresses their feelings, preferences and needs.

Understanding How Children Communicate

Many of the children in our care have complex communication needs and may be non-speaking or pre-verbal. We use a range of approaches to help us understand and respond to their views, including:

- **Individual communication methods:** Supporting children to communicate through speech, Makaton, PECS, PODD communication books, AAC devices, gestures, facial expressions and other methods suited to their needs.
- **Observation and understanding:** Recognising children's preferences, feelings and possible concerns through their behaviour, presentation, emotional responses and everyday interactions. We understand that these observations are interpretations and may not always represent a child's confirmed views.
- **Opportunities for participation:** Exploring children's views through everyday interactions, keywork sessions, house meetings and individual consultations, adapted to their communication needs. We also consider children's experiences through our Regulation 45 quality of care reviews, with support from families and professionals where appropriate.

Listening and Responding to Children's Needs

We recognise that children may express discomfort, distress or dissatisfaction in ways that are not immediately obvious. Adults are expected to remain attentive, recognise changes in a child's presentation and take time to understand what they may be communicating.

When a child has an immediate need or concern, adults respond promptly, seek additional support, and escalate matters where necessary, in line with the child's care arrangements and the home's safeguarding and emergency procedures.

Children's views, experiences and preferences help us make decisions about their daily care, routines, activities and individual support. Significant concerns and agreed actions are recorded and followed up as appropriate.

Building Trust, Confidence and Participation

We believe positive, consistent relationships help children feel safe, understood, and more confident expressing themselves. Through everyday interactions and keywork relationships, adults develop an understanding of each child's individual communication and build the trust needed to recognise and respond to their needs.

We support children to make choices, express preferences and participate in decisions in ways that are meaningful to them. By listening, responding and recognising each child's individuality, we aim to ensure that children feel valued and that their experiences continue to shape the care and support they receive.

How We Listen and Respond

Children's Voice in Practice – Regulation 45 Review, July 2026



Illustrative image

What we wanted to understand

As part of our Regulation 45 Quality of Care Review, we supported children to share their views about living at Footsteps, including whether they felt safe, listened to, supported by adults, and happy with their everyday experiences.

How we listened

One child was supported to complete the questionnaire using PECS yes/no cards. Adults asked each question calmly and allowed the child time to point to their chosen response, using a communication method familiar to them.

What the child communicated

The child indicated positive responses when asked whether they felt safe, whether adults listened to them and whether they enjoyed activities in the home.

What this tells us

This example shows how adapting our approach enables children with complex communication needs to share their views. Their responses provide valuable feedback, which we consider alongside their everyday experiences and individual care needs.

Children's Guide

At Footsteps Care, we recognise that moving into a new home can be a significant change for children, particularly those with learning disabilities, autism and complex communication needs. Our Children's Guide helps children become familiar with their new home, understand what to expect, and learn about their rights and the support available to them.

Preparing Children for Their New Home

Where possible, we introduce the Children's Guide before a child moves into Footsteps, working alongside families, placing authorities, and other professionals to help them get to know their new environment.

We also use individual social stories to support children with transitions, changes and new experiences. These may include photographs, symbols, and simple explanations to help children understand their new home, the adults who will support them, and what to expect. Social stories may be developed by our team or in collaboration with professionals who know the child.

Making Information Accessible

We recognise that children have different levels of understanding and communication needs. Footsteps Care provides a visual Children's Handbook and symbol-supported easy-read information to help children understand aspects of life in the home and the care they can expect.

Adults adapt how they share information to each child's needs, using photographs, symbols, Makaton, and other individual communication methods where appropriate. We understand that some children may need information presented gradually, repeated or supported through familiar routines and experiences.

Ongoing Support and Understanding

The Children's Guide remains available throughout each child's stay. Adults use the Guide to share information about life in the home, daily routines, children's rights, how concerns can be raised and how advocacy support can be accessed, in ways appropriate to each child's communication and understanding.

We recognise that some children may not be able to understand the Guide independently. Adults therefore use their knowledge of each child's communication and understanding to help make the information meaningful and accessible.

Reviewing and Improving the Guide

We recognise the importance of keeping the Children's Guide accurate, accessible and relevant to the children living at Footsteps. We keep the Guide under review and update it where necessary to reflect changes within the home. Children's views and experiences are considered when reviewing the Guide, using communication approaches appropriate to their individual needs.

Children's Involvement in Care Planning

At Footsteps Care, we recognise the importance of involving children in decisions about their care and ensuring that their individual needs, preferences and experiences are reflected in their care plans. We understand that every child is different, and their involvement will depend on their communication needs, abilities and level of understanding.

Understanding What Matters to Each Child

Our adults take time to get to know each child and understand what is important to them. We do this through everyday interactions, keywork sessions, observation, and individual communication methods.

For children who cannot express their views directly, adults draw on their knowledge of the child's communication, behaviour, and responses in different situations. We recognise the importance of distinguishing between what a child has communicated and what adults have interpreted from their observations.

Involving Children in Their Care

We support children to participate in decisions about their care in ways that are meaningful to them. This includes:

- Supporting children to make choices about their daily routines, activities and personal preferences.
- Recognising children's responses to different approaches and adapting support where appropriate.
- Using keywork sessions and everyday experiences to understand children's wishes, feelings and interests.
- Working with families, social workers and other professionals who know the child well to develop a fuller understanding of their needs.

Reviewing and Responding to Children's Needs

We recognise that children's needs and preferences may change over time. Adults share relevant observations, experiences and feedback to help identify what is working well and where adjustments to care may be needed.

We consider changes to children's care and support alongside their individual needs, relevant assessments, and discussions with those involved in their care. We record and share important information and agreed changes with the team to support consistency.

Our aim is to ensure that each child's care continues to reflect their individual needs, preferences and experiences, while giving them meaningful opportunities to influence the support they receive.

House Meetings

At Footsteps Care, house meetings give children an opportunity to share their views, express preferences, and contribute to decisions about everyday life at home. We recognise that children have different communication needs and levels of understanding, so we support and adapt meetings to encourage meaningful participation.

Encouraging Children's Participation

Adults support children to contribute to discussions about matters that affect them, including activities, meals, outings, celebrations, the home environment and daily routines.

We use visual resources, symbols and individual communication methods to help children understand the topics being discussed and express their preferences. Adults also draw on their knowledge of each child's communication and everyday experiences, recognising that some children may need additional support to participate.

Supporting Children to Take an Active Role

Adults facilitate house meetings, with opportunities for children to take a more active role where appropriate to their interests and abilities.

We recognise that participation can take different forms. Some children may enjoy helping to introduce a topic, sharing information, choosing pictures or taking part in activities that reflect how adults lead meetings. We encourage these opportunities in ways that are enjoyable and meaningful to the individual child, without placing expectations beyond their abilities.

Recording Meetings and Following Up

House meetings are recorded in a dedicated book using Widgit symbols, making the information more accessible to children. The book provides a visual record of discussions, children's contributions, preferences and any actions arising from the meetings. It also allows children and adults to revisit previous discussions.

After each meeting, the Registered Manager reviews the minutes and adds comments and feedback, also using Widgit symbols. This enables children to revisit the discussions and understand the Manager's responses, including any agreed actions or decisions.

Where suggestions or concerns are raised, these are considered and followed up as appropriate. Adults support children to understand the outcomes using communication methods suited to their individual needs.

Advocacy

At Footsteps Care, we recognise the importance of ensuring every child's views, wishes, and feelings are heard, respected, and represented, particularly when children may have difficulty communicating or expressing concerns independently.

Advocating for Children in Everyday Care

Our adults play an important role in advocating for children as part of their daily responsibilities. This includes speaking up on their behalf, raising concerns, challenging decisions where necessary and working with families, social workers, education and healthcare professionals to ensure children's needs and rights are recognised.

For children with complex communication needs, adults use their knowledge of each child's individual communication, preferences and presentation to help others understand their experiences, while recognising the importance of distinguishing observed responses from the child's directly expressed views.

Access to Independent Advocacy

We recognise that children may benefit from having someone independent of Footsteps Care to support them in expressing their views, understanding their rights or raising concerns.

We support children to access independent advocacy through their placing authority or relevant advocacy services. This may include support during care reviews, important decisions, complaints, educational concerns or changes in their care arrangements.

Adults help children understand the advocacy support available to them, using communication methods appropriate to their individual needs. We also work with relevant professionals to support access to advocacy for children who cannot request this independently.

Independent Visitors

Where a child has an independent visitor arranged through their local authority, we support appropriate contact and help maintain these relationships in line with the child's individual needs and wishes.

We recognise that independent advocacy provides children with an additional source of support and representation, separate from the adults responsible for their everyday care.

03 Education

At Footsteps Care, we recognise the importance of education in supporting children's learning, development and future opportunities. We are committed to ensuring that every child is supported to access education that meets their individual needs, abilities and aspirations, recognising that progress and achievement will look different for each child.

Working in Partnership with Schools and Colleges

We place great importance on maintaining positive and effective working relationships with schools, colleges and other education professionals. Regular communication, including daily home-to-school updates, helps us share information, address concerns and ensure consistency in the support children receive.

Our partnership working also extends to visiting educational settings, particularly during transition periods. Where appropriate, adults may visit schools to observe children in their learning environment, understand the approaches used to support them and share ideas that can be carried across both settings.

We recognise the value of shared learning and, where beneficial, our adults participate in training provided by schools, colleges or alongside education staff. Where education providers recommend additional training, we also seek to source this independently, where available and appropriate, and apply

the learning within our residential care setting. This helps promote consistent approaches to children's communication, behaviour support, learning and individual needs.

Adults also contribute to educational meetings and reviews, including Personal Education Plan (PEP) and Education, Health and Care Plan (EHCP) reviews, where applicable. We work collaboratively with education professionals, families and placing authorities to ensure that children's educational needs and progress remain central to planning and decision-making.

Supporting Individual Learning and Development

Many children living at Footsteps have special educational needs and an EHCP. We work closely with their education providers and relevant professionals to understand their learning goals and support their individual development.

We recognise that educational progress is not limited to academic achievement. Developing communication, social skills, independence, emotional regulation and participation in everyday activities can represent significant progress for individual children.

Adults encourage and reinforce learning through everyday experiences, keywork sessions and opportunities to develop practical life skills. We recognise and celebrate each child's achievements, however small, helping to build confidence and a positive experience of learning.

Supporting Access to Education

We recognise the importance of children accessing suitable education and take an active role in addressing any barriers to attendance or educational provision.

Where concerns arise, including when a child is not accessing education or their educational arrangements are disrupted, we work proactively with schools, placing authorities, Virtual Schools and other relevant professionals to raise concerns, advocate for the child and support timely solutions.

Where necessary, we work with education professionals to support appropriate interim learning opportunities while suitable educational arrangements are being addressed.

Preparing for the Next Stage

As children approach the next stage of their education and development, we work alongside them, their families, education providers and relevant professionals to support planning for further education, college placements, vocational opportunities and preparation for adulthood, where appropriate.

Discussions about future educational goals begin in good time, allowing children to explore opportunities that reflect their abilities, interests and aspirations.

Throughout each child's educational journey, we remain committed to working collaboratively with education providers, responding to changing needs and supporting every child to achieve meaningful progress.

04 Enjoyment and Achievement



Activity room – space for play, interests and individual achievements

At Footsteps Care, we recognise the importance of children enjoying everyday life, exploring their interests and experiencing a sense of achievement. We aim to provide opportunities that reflect each child's individual needs, abilities and preferences, recognising that enjoyment and achievement will look different for every child.

Personalised Activities: Children are supported to access enjoyable activities within the home and wider community, taking account of their interests, communication, health, mobility and individual support needs. Activities are planned to provide meaningful opportunities for enjoyment, participation and personal development.

Choice and Participation: We recognise that children may have strong preferences for familiar activities and routines. Adults offer choices using communication methods suited to each child, respecting their preferences while encouraging opportunities to explore different activities and experiences at their own pace.

Hobbies and Interests: Where children have existing hobbies, interests or skills, we encourage and support them to continue these wherever possible. We also give children opportunities to discover new interests and build confidence through enjoyable experiences.

Holidays, Outings and Special Experiences: We support children to enjoy outings, holidays and other special experiences, taking account of their wishes, individual needs, health and safety considerations and arrangements agreed with their families or placing authorities.

Recording and Reviewing Activities: We record children's activities and experiences in their daily notes. Adults use these records, alongside children's feedback, preferences and observed responses, to recognise achievements, understand what children enjoy and inform future activity planning.

Active Engagement: Our adults are encouraged to participate in activities alongside children, rather than simply supervising them. We recognise the value of shared experiences, positive interactions and opportunities for children to have fun, relax and enjoy their time in ways that are meaningful to them.

Planning Activities

At Footsteps Care, we plan activities around each child's individual interests, abilities, preferences, and support needs. We aim to provide a range of enjoyable experiences, both within the home and in the wider community, while recognising that children may have different interests and ways of participating.

Children's Choices and Preferences: Adults support children to make choices about the activities they would like to take part in, using communication methods appropriate to their individual needs. This may include offering two or three activity options through pictures, symbols, verbal communication or other familiar methods. We respect children's preferences while continuing to encourage opportunities to explore new activities and experiences at their own pace.

Individual and Group Activities: We provide opportunities for a variety of recreational, social, sensory and physical activities, taking account of each child's interests and abilities. During school holidays, we consider additional outings and experiences, with opportunities for children to participate individually or alongside others, depending on their preferences and support needs.

Community Participation: We encourage children to access local facilities, events and activities that reflect their interests and provide opportunities for enjoyment and new experiences. Where suitable opportunities arise within the community, we consider how children can be supported to participate safely and meaningfully.

Activity Planning and Coordination: Keyworkers take a lead role in planning activities for their allocated children, considering their individual interests, needs and preferences. Keyworkers enter planned activities into the home's diary, with shift leaders providing oversight and ensuring appropriate staffing and practical arrangements are in place.

All adults are encouraged to contribute ideas, support activity planning and participate in activities with children. Where activities require additional preparation, such as swimming, transport arrangements or advance bookings, adults are expected to be appropriately prepared to support the children.

Flexibility and Individual Needs: We recognise that children's interests, health, emotional wellbeing and willingness to participate may vary from day to day. Activity plans are therefore flexible and can be adapted to reflect children's preferences, changing needs and circumstances. Planning also takes account of family time, education and other arrangements agreed for each child.

Access to Television, Films, and Internet

At Footsteps Care, we recognise that television, films, games and digital devices provide opportunities for enjoyment, relaxation, communication and learning. Children are supported to access these in ways that reflect their individual interests, abilities, preferences and support needs.

Access to Television and Digital Devices: Children have access to televisions in communal areas, with opportunities to have televisions and suitable personal devices in their bedrooms, taking account of their individual needs and arrangements. The home's Smart TVs provide access to a range of streaming applications, with subscriptions chosen based on children's interests and preferences.

Online Safety and Appropriate Content: We recognise the importance of ensuring children can enjoy digital activities safely. Parental controls and appropriate safety settings are in place on the home's televisions and connected devices to help protect children from unsuitable content. Adults provide guidance and supervision appropriate to each child's age, understanding, communication needs and individual circumstances, in line with the home's E-Safety Policy and safeguarding arrangements.

Supporting Balanced Screen Use: We recognise that some children may have strong preferences for familiar programmes, games or digital activities. While respecting these preferences, we are mindful of the potential impact of excessive screen time and actively encourage a healthy balance through other enjoyable experiences, including sensory activities, social interaction, physical activities and community outings. We monitor and manage screen use according to each child's individual needs, with any specific arrangements or limits agreed with parents or placing social workers, as appropriate, and reflected in their care arrangements.

Family Involvement: We welcome suggestions from families and those who know the child well regarding suitable programmes, games and digital activities that reflect the child's interests and preferences.

Ongoing Review: Children's access to television, digital devices and online activities is considered as part of their everyday care and support. Adults remain attentive to children's experiences, preferences and any emerging concerns, reviewing and adjusting arrangements where necessary to promote their safety, enjoyment and wellbeing.

05 Health

At Footsteps Care, we recognise the importance of supporting each child's physical health, emotional wellbeing and individual healthcare needs. We work closely with families, placing authorities and healthcare professionals to ensure that children receive appropriate care and support that reflects their individual needs.

Health Promotion and Healthy Living: We support children to develop an understanding of their health and wellbeing in ways that are appropriate to their individual abilities, communication needs and level of understanding. This may include learning about healthy eating, personal hygiene, sleep routines and other aspects of maintaining good health. Where appropriate, these areas are explored through keywork sessions, life skills sessions and everyday experiences, using communication methods suited to each child.

Consent and Healthcare Decisions: We consider appropriate consent, parental responsibility, delegated authority, and any relevant best-interests processes in line with each child's circumstances before making healthcare decisions or undertaking interventions. Emergency medical care is accessed without delay when required.

Access to Healthcare Services: We work with families, placing authorities, and healthcare professionals to ensure children have access to appropriate healthcare services, including GPs, dentists, opticians, community nursing teams, and specialist medical services, according to their individual needs.

Medication Management: Medication is administered and recorded in accordance with individual prescriptions, the home's medication policy and agreed procedures. Monthly medication audits are undertaken to monitor practice, identify any concerns and maintain safe medication management.

Health Assessments and Appointments: Children's health needs are monitored through routine health assessments, specialist reviews and medical appointments. Staff support required looked-after child health assessments in line with each child's statutory circumstances. Adults maintain records of appointments, outcomes and recommendations, ensuring relevant information is shared appropriately and reflected in individual care arrangements.

Supporting Complex Health Needs: Many children at Footsteps have complex health needs requiring individualised care and support. This may include enteral feeding, diabetes management, epilepsy care and other specific healthcare procedures. Adults receive relevant training and competency assessments, where required, to ensure they are appropriately prepared to support children in accordance with their individual healthcare plans and professional guidance.

Working with Healthcare Professionals and Specialist Services: We work closely with healthcare professionals to ensure that children's healthcare plans, clinical protocols and individual support arrangements reflect their assessed needs.

Where children receive input from specialist therapists or other qualified professionals, adults work alongside them to understand and support agreed recommendations within everyday care. Specialist

assessments, treatments and clinical decisions remain the responsibility of appropriately qualified professionals. Footsteps Care does not provide in-house specialist clinical therapy.

Emergency Procedures: Adults receive appropriate first-aid training and follow the home's emergency procedures when responding to medical emergencies. Relevant professionals, families and placing authorities are informed as appropriate, in accordance with each child's care arrangements and the nature of the emergency.

Monitoring and Review: Children's health and wellbeing are monitored through daily care, healthcare appointments, individual care plan reviews, medication audits and feedback from healthcare professionals, families and children where appropriate. Changes in health needs or concerns are shared with relevant professionals to ensure that care arrangements remain appropriate and responsive.

Information about individual healthcare arrangements, relevant staff training and how health support is reviewed can be requested using the home's contact details, subject to confidentiality and appropriate information-sharing arrangements.

06 Positive Relationships

At Footsteps Care, we recognise that positive, consistent and caring relationships are essential to children's emotional wellbeing, sense of safety and belonging. Our approach reflects our commitment to providing a safe, stable, loving, reflective and learning-led home, where children feel understood, valued and supported.

We place great importance on building trusting relationships through everyday interactions, shared experiences, familiar routines and sensitive responses to children's individual needs.

Our adults aim to connect before correcting, taking time to understand children's feelings, communication and behaviour while maintaining clear and safe boundaries. We recognise that strong relationships are also an important part of safeguarding, helping adults to identify changes in children's presentation, recognise concerns and respond to their needs.

Family Time Support: We recognise the importance of maintaining relationships with family members and other people who are significant in children's lives. We support family time arrangements in accordance with each child's placement plan, wishes, individual needs and any relevant legal or safeguarding arrangements.

Planning and Coordination: We work closely with families, social workers and other relevant professionals to ensure that family time arrangements are appropriately planned and supported. These arrangements are individual to each child and take account of their needs and circumstances.

Facilitating Family Time: We support agreed family time arrangements, whether these take place within the home, at a family home, at a contact centre or another agreed location. Where required, adults may assist with transport, practical arrangements or provide additional support in accordance with the child's placement plan. When family time takes place at Footsteps, we provide an appropriate environment that respects the child's privacy, comfort and individual needs.

Visits from Friends: We encourage and support children to develop and maintain friendships and positive relationships with others. While friends do not stay overnight at Footsteps, children may be supported to stay overnight with friends or family where appropriate, subject to the necessary agreements, permissions and individual risk assessments.

Communication with Important People: Children are supported to maintain contact with family members, friends and other significant people through telephone calls, video calls, messages and other

accessible communication methods. We recognise that some children require additional support to maintain these relationships and ensure that arrangements reflect their individual communication needs, wishes and care plans.

Social Opportunities and Shared Experiences: We encourage opportunities for children to enjoy positive interactions with others, including shared meals, celebrations, activities and special occasions. We recognise that children have different social preferences and abilities and support their participation in ways that are comfortable and meaningful to them.

07 Protection of Children

Approach to the Monitoring and Surveillance of the Children

At Footsteps Care, children's safety and wellbeing are central to our approach to care. We recognise the importance of maintaining appropriate monitoring and safeguarding arrangements while respecting children's privacy, dignity and independence. Our approach considers each child's individual needs, assessed risks, and care arrangements.

External CCTV: CCTV cameras are positioned around the exterior of the premises to support security and safeguarding. CCTV is not installed within the home's internal living areas, including children's bedrooms, recognising their right to privacy.

Daily Records: A daily logbook is maintained to record significant events and relevant information within the home. This supports communication between adults, continuity of care and management oversight.

Night-Time Support: A minimum of two waking night adults are on duty to provide care and support throughout the night. Adults are trained to respond to children's individual needs and any concerns that may arise.

Door Pagers: Children's bedrooms are equipped with door pagers to alert adults to bedroom-door movement during the night, supporting their safety and individual care needs.

Individual Monitoring Arrangements: Where additional monitoring equipment is required to support a child's health or safety, arrangements are assessed individually and recorded within their care plans. The purpose and use of monitoring equipment are considered with the placing authority, those with parental responsibility and relevant professionals, as appropriate.

Monitoring arrangements are subject to applicable legal requirements, including written consent from the placing authority where required under Regulation 24. We consider children's privacy, dignity, and individual circumstances, and we keep monitoring under review to ensure it remains necessary and proportionate.

Our Approach to Behaviour Support

At Footsteps Care, our approach to behaviour support is guided by the principles of Positive Behaviour Support (PBS) and our developing trauma-informed approach to care. We recognise that behaviour can be a form of communication and that children may express distress, discomfort or unmet needs in different ways.

Our adults take time to understand each child's individual communication, sensory needs, health conditions, experiences and emotional wellbeing. We prioritise building trusting relationships, recognising potential triggers, and using proactive strategies to reduce distress and help children feel safe and understood.

Core Principles

Improving Quality of Life: We aim to provide a safe, positive and supportive environment where children can enjoy meaningful experiences, develop skills and experience positive relationships.

Understanding Behaviour: Adults seek to understand what a child may be communicating through their behaviour, recognising the possible influence of pain, anxiety, sensory experiences, communication difficulties, changes in routine or other unmet needs.

Proactive Support: Adults use individual strategies to anticipate and reduce situations that may cause distress, drawing on each child's care plan, Positive Behaviour Support Plan, risk assessments, and relevant professional advice, where applicable.

Key Strategies

Developing Skills: Adults support children to develop communication, emotional regulation, independence and other practical skills in ways appropriate to their abilities and understanding.

Environmental and Sensory Support: Adjustments to routines, activities and environments are considered where these may help children feel more comfortable, secure and supported.

Positive Relationships: We recognise the importance of connection in supporting children's emotional wellbeing. Adults aim to connect before correcting, respond calmly, acknowledge feelings, and use reassurance, co-regulation, and consistent boundaries to support children through difficult moments.

Implementation and Reflective Practice

We recognise the importance of consistency in supporting children, particularly those who may find changes in routine, communication or familiar approaches difficult.

Adults are supported through training, supervision, team meetings, daily handovers and reflective discussions to develop a shared understanding of each child's needs and agreed support strategies.

We review and update individual behaviour support plans and risk assessments as needed, taking into account children's changing needs, observations, incidents, and relevant professional advice.

Recognising and Celebrating Achievements

We recognise the importance of celebrating children's achievements, positive experiences and individual progress, however small. Recognition is adapted to each child's abilities, understanding and preferences to ensure it is meaningful to them.

Where appropriate, we use personalised targets and reward approaches to encourage and acknowledge progress. The home has a reward chart displayed in the activity room and a reward box containing a selection of small items, including sensory toys, from which children can make choices.

Certificates also celebrate individual achievements and milestones. We encourage adults to recognise and celebrate achievements promptly, preferably on the same day, so that children can make a meaningful connection with their accomplishments.

Recognition may take place individually or during shared activities, depending on what is most appropriate and enjoyable for the child.

Managing Incidents

Responding to Distress: When incidents occur, adults prioritise children's safety and wellbeing, using calm communication, reassurance, appropriate space and individual de-escalation strategies. Where

appropriate, adults use emotion coaching to acknowledge feelings and support emotional regulation while maintaining clear, safe boundaries.

Learning and Reflection: Following incidents, adults consider what may have contributed to the child's distress, what support was effective and whether any changes to care arrangements or support strategies are needed.

Children are supported to share their experiences and feelings following incidents, where appropriate, using communication methods suited to their individual needs and understanding.

Learning from incidents is shared with the team and reflected in individual plans where necessary, helping to improve consistency and reduce the likelihood of future distress.

Recording and Oversight of Incidents

All incidents, including any use of restrictive practice or restraint, are recorded and reviewed by management in accordance with the Children's Homes (England) Regulations 2015 and the home's policies and procedures.

The home is also subject to independent monitoring through monthly Regulation 44 visits. These visits include reviewing care practices, records and safeguarding arrangements, alongside discussions with management and the wider team, as appropriate. Children's experiences and views are sought using communication methods appropriate to their individual needs and understanding.

Adults receive training and guidance in positive behaviour support, de-escalation, the safe and lawful use of restrictive practice where necessary, and prohibited practices.

Sanctions and Consequences

Our approach focuses on positive support, teaching, emotional regulation and repairing relationships rather than punishment.

We recognise that children's understanding of behaviour and consequences varies significantly. Any use of consequences or measures of control must therefore be individualised, proportionate, appropriate to the child's understanding and consistent with their care arrangements and relevant regulations.

Prohibited disciplinary measures are not used.

Our priority is to support children to feel safe, understood and respected, while helping them develop skills, confidence and positive relationships in ways that are meaningful to them.

Our Approach to Physical Intervention

At Footsteps Care, we use physical intervention only as a last resort, when necessary to prevent injury to a child or another person, or serious damage to property, in accordance with Regulation 20 of the Children's Homes (England) Regulations 2015. Any intervention must be necessary, proportionate and used for the shortest time required to maintain safety.

Our approach emphasises positive relationships, understanding children's individual needs, and using proactive strategies to prevent situations from escalating. Adults prioritise communication, reassurance, de-escalation, and environmental adjustments, taking into account each child's Positive Behaviour Support Plan, risk assessments, and individual care arrangements.

Training and Competency: Adults who may be required to use physical intervention receive training in TIMIAN Positive Behaviour Management and Physical Interventions. Training includes approaches to understanding behaviour, preventing escalation and using appropriate physical intervention techniques where necessary.

Adults are expected to use only approved techniques for which they have received the relevant training and demonstrated competence. Competency is assessed through the training process, with refresher training and additional support provided as required.

Safe and Proportionate Intervention: Where physical intervention is necessary, adults use the least restrictive approach appropriate to the circumstances, taking account of the child's individual needs, health conditions and assessed risks. Interventions are discontinued as soon as it is safe to do so.

Equipment used to support children's mobility, positioning or transport is considered through individual care planning and risk assessment, with any restrictive arrangements subject to appropriate safeguards.

Recording and Management Oversight: All incidents involving physical restraint are recorded, reported and reviewed in accordance with the home's policies and relevant regulations. Management oversight and independent monitoring through Regulation 44 arrangements support accountability, learning and the reduction of restrictive practice.

Post-Incident Support and Reflection: Following any physical intervention, adults ensure the child is safe and supported, remaining attentive to their physical and emotional wellbeing. Adults respond promptly to any injuries or health concerns, seeking appropriate medical advice or treatment where necessary.

Children are supported to share their feelings and experiences following an incident, using communication methods suited to their individual needs and understanding. Adults are also given opportunities to reflect on the incident, consider what worked well and identify any learning.

Where necessary, learning from incidents is reflected in individual behaviour support plans, risk assessments and agreed approaches to care.

Children's Rights: We recognise the importance of respecting children's dignity and rights throughout any physical intervention. Children are supported to raise concerns or complaints about their experiences through accessible communication methods and the home's complaints procedures.

08 Leadership and Management

Registered provider	Footsteps Care Limited The Orchard, Ashmead Drive, Denham, Uxbridge, UB9 5BA
Leadership	Directors: Anslim Narinesingh, Michael Ward Area Manager: Jo Wright Registered Manager: Gloria Natasha Bailey
Home and registration	515–519 Green Lane, Goodmayes, IG3 9RH Ofsted URN: 2540285
Contact	020 8503 8047 · footstepscare@footstepscare.net

At Footsteps Care, we recognise the importance of effective leadership, teamwork and consistent care in meeting children's individual needs. Our leadership approach promotes clear communication, accountability, reflective practice, and continuous learning. We value the different skills, experiences and perspectives within our team and encourage adults to work collaboratively to provide safe, stable and child-centred care.

Staffing levels and deployment are planned around children's assessed needs, agreed support arrangements and the safe running of the home. These arrangements are regularly reviewed to ensure appropriate support is available throughout daily routines, educational and health appointments, activities and night-time care.

Recruitment, induction, supervision and ongoing professional development support staff in their roles, promote consistency and help maintain continuity of care. Management reviews staffing arrangements as children's needs or circumstances change, ensuring their safety, wellbeing and individual support requirements remain central to decisions.

Registered Manager



GLORIA NATASHA BAILEY

Registered Manager | Appointed 14 August 2023

MSc Child Development · BSc (Hons) Psychology with Sociology · Level 5 Leadership and Management for Residential Care

Natasha is the Registered Manager of Footsteps Care's children's home in Goodmayes. She brings over 20 years of professional experience across the public, private and third sectors, including psychology, education, special educational needs, children's residential care, adult services, workforce development and community engagement.

Since joining Footsteps Care in 2018, Natasha has progressed through several leadership roles and was appointed Registered Manager on 14 August 2023.

She holds a Master of Science (MSc) in Child Development, a Bachelor of Science (BSc Hons) in Psychology with Sociology, and has completed her Level 5 qualification in Leadership and Management for Residential Care.

Throughout her career, Natasha has helped strengthen safeguarding practice, develop staff teams, and implement quality assurance processes that support consistent, high-quality care.

Drawing on her background in psychology, child development and education, she promotes a reflective, relationship-centred approach to leadership. She is committed to creating a safe, stable, and loving home where children feel understood, valued, and supported, while encouraging a culture of teamwork, professional development, and continuous learning.

In 2026, Natasha was recognised as one of three finalists for Registered Manager of the Year at the Children's Homes Quality Network awards.

Deputy Managers

Adult	Qualifications	Experience and Role
KE	Level 3 Health and Social Care. Level 5 Leadership and Management (in progress).	Joined Footsteps Care in 2018 and progressed through several roles. Appointed Deputy Manager in 2023 and joined the Children's Service in March 2024.
DG	Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2021, progressed to Senior Support Worker in 2022 and was appointed Deputy Manager in September 2025.

Senior Adults

Adult	Qualifications	Experience and Role
NN	NVQ Level 3 Childcare.	Joined Footsteps Care in July 2020 and was promoted to Senior Night Support Worker in 2022.
AA (2026)	BTech Mechanical Engineering. MSc International Business with Data Analytics. Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2024 and was promoted to Senior Support Worker in May 2026.
NK	MSc Social Work, specialising in Health Social Work. MSc Global Public Health. Level 4 Children's Residential Care (pending).	Joined Footsteps Care in 2024 and was promoted to Senior Support Worker in June 2026.

Adults

Adult	Qualifications	Experience and Role
FO	Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2019 and transferred to the Children's Service in 2022, joining the night support team.
AA (joined 2019)	BSc Human Anatomy. Medical degree (MBBS, in progress). Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2019, bringing relevant academic knowledge and care experience.
KDG	Level 4 Children's Residential Care.	Joined Footsteps Care in 2023 and supports children with their daily care and individual needs.
OA	Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2024 and moved to the night support team in 2026.
UM	BA Business Studies and Combined Studies. Level 2 Teaching Assistant. Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2025, bringing previous educational qualifications and transferable skills to the team.
AA (joined 2026)	HND Business Administration and Management. Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2023 and transferred to the Children's service in 2026 as a member of the night support team.
VM	BSc and Master's degree in Microbiology and Biomedical Sciences. Level 4 Children's Residential Care (pending).	Joined Footsteps Care in 2026, bringing an academic background in biological and biomedical sciences.
AN	Level 4 Children's Residential Care (pending).	Joined Footsteps Care in 2026 as a Support Worker.
PO	Level 2 Health and Social Care. Level 4 Children's Residential Care (pending).	Joined Footsteps Care in 2026, bringing an existing qualification in health and social care.

Adult	Qualifications	Experience and Role
RI	BSc Accounting. MSc Professional Accounting. Level 4 Children's Residential Care (pending).	Joined the night support team in 2026, bringing previous experience of working in educational settings.
FS	Level 4 Children's Residential Care (pending).	Joined Footsteps Care in 2026 as a member of the night support team.
ME	BSc (Hons) Psychology. BTEC Level 1 Diploma in Health and Social Care. Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2024, bringing an academic background in psychology and health and social care.

Relief Adults

Our relief adults provide additional staffing support when required, helping maintain continuity of care and supporting the home's staffing arrangements.

Adult	Qualifications	Experience and Role
NB	Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2019 and has experience supporting children as part of the night team.
CB	Degree in Health and Social Care (in progress). Level 4 Children's Residential Care (pending).	Joined Footsteps Care in 2022 and continues to develop their knowledge through academic study and care experience.
AC	Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2024 and provides additional support to the home as part of the relief team.
BT	Level 4 Children's Residential Care (in progress).	Joined Footsteps Care in 2024 and provides additional care and support as part of the relief team.

Supervision and Appraisals

At Footsteps Care, we recognise the importance of regular supervision, professional development and reflective practice in maintaining high standards of care and supporting the wellbeing of our adults.

All adults receive monthly one-to-one supervision, providing a structured opportunity to discuss their practice, reflect on children's experiences, address safeguarding matters, consider their own wellbeing and identify areas for learning and development.

The Registered Manager maintains oversight of staff practice through supervision, team meetings, observations, review of records and ongoing feedback. Deputy Managers and senior adults provide day-to-day guidance and supervision in line with their responsibilities, while the Area Manager provides management oversight of the Registered Manager.

We encourage open discussion, constructive feedback and professional reflection during supervision, helping adults strengthen their practice and maintain consistent approaches to children's care.

Annual appraisals complement monthly supervision, enabling adults to review their achievements, performance, development needs and objectives for the year ahead.

Learning from incidents, audits, feedback and children's changing needs informs individual development priorities and the home's ongoing workforce development and training arrangements.

Training and Development

At Footsteps Care, we recognise the importance of investing in our adults' ongoing learning and professional development to ensure they have the knowledge, skills, and confidence to meet children's individual needs.

All newly appointed adults complete an induction and probationary period, supported by mandatory and child-specific training relevant to their roles and the needs of children living at the home. Training includes safeguarding, communication, complex health needs, Positive Behaviour Support, TIMIAN physical intervention training and approaches that support children's emotional wellbeing.

Ongoing Professional Development: Our commitment to staff development extends beyond mandatory training. We actively identify and provide additional learning opportunities where these would strengthen practice, develop staff knowledge or improve the care and support children receive. This includes specialist training relevant to children's individual needs and opportunities for shared learning with education and healthcare professionals.

Coaching and Reflective Learning: The Registered Manager also facilitates focused coaching and development workshops to support continuous improvement in practice. These sessions respond to areas identified through supervision, audits, incidents, observations and emerging learning needs, providing opportunities for adults to reflect, develop their understanding and strengthen their approaches to care.

Learning is reinforced through monthly supervision, team discussions, reflective practice and management oversight. Training needs are reviewed regularly, with additional support and development opportunities arranged in response to children's changing needs and areas identified for improvement.

Our aim is to maintain a knowledgeable, confident, and reflective team that continues to learn and develop to provide safe, consistent, and individualised care.

09 Care Planning

At Footsteps Care, we recognise the importance of careful assessment and planning to ensure that children receive safe, consistent and individualised care. We consider each referral individually, taking account of the child's needs, wishes and circumstances, as well as the needs of children already living at the home.

Criteria for Moving into the Home

Before accepting a placement, the Registered Manager considers whether Footsteps Care has the appropriate environment, staffing, skills and resources to meet the child's individual needs safely and effectively, in line with the home's registration and Statement of Purpose.

This assessment considers the child's communication, learning and physical disabilities, autism, complex health needs, emotional wellbeing and behaviours that may challenge. We also consider compatibility with children already living at the home, safeguarding risks, access to education and healthcare services, and any specialist training or equipment required.

We work closely with the placing authority, social workers, families, and relevant professionals to gather information and understand the child's needs. Where possible, children and those involved in their care are encouraged to visit the home and contribute to transition planning.

Planning and Supporting Admissions

We recognise that moving into a new home can be a significant change for children, particularly those who rely on familiar routines, environments and relationships.

Where possible, transitions are planned gradually, allowing children opportunities to become familiar with Footsteps, the adults supporting them and their new surroundings. Individual communication methods, photographs, visual resources and social stories may be used to support children's understanding and preparation.

Before admission, or as soon as practicable where circumstances require, relevant care, placement, health, education and risk information is obtained, together with appropriate consents and delegated authority arrangements.

Adults work with the placing authority and relevant professionals to ensure that individual care plans, risk assessments and support arrangements reflect the child's needs and are reviewed as further information becomes available.

Emergency Admissions

Where an emergency placement is requested, the suitability of the referral is considered individually, taking into account the information available, the child's immediate needs, identified risks, and the home's capacity to provide safe and appropriate care.

The Registered Manager works with the placing authority and relevant professionals to identify any immediate support arrangements required, including staffing, healthcare, safeguarding and other essential considerations.

We follow up on any outstanding information, assessments or care planning arrangements as soon as practicable to support the child's safety, wellbeing and transition into the home.

Ongoing Care Planning and Review

Children's care arrangements are reviewed to ensure they continue to reflect their changing needs, preferences and circumstances.

We work alongside children, families, placing authorities and relevant professionals to review progress, respond to emerging needs and agree changes to care and support where necessary.

Children are supported to participate in decisions about their care using communication approaches appropriate to their individual abilities and understanding.

Unplanned Endings

At Footsteps Care, we aim to provide stable and consistent placements, recognising the importance of familiar relationships, routines and a sense of belonging.

Where concerns arise that may affect the stability of a placement, we work collaboratively with the placing authority and relevant professionals to review the child's needs, risks and existing support arrangements.

This may include reviewing care plans, staffing, the environment, behaviour support strategies or accessing additional specialist advice and support.

An unplanned ending is considered only where concerns cannot be safely or appropriately addressed through reasonable adjustments and additional support, taking account of the welfare and safety of the child and everyone living or working in the home.

Any decision is discussed with senior leaders and the placing authority, with the child's views, communication needs and individual circumstances considered throughout.

Where a move cannot be avoided, we work with those involved in the child's care to support a safe and sensitive transition, share essential information and minimise unnecessary disruption. Decisions and agreed actions are recorded and reviewed to support learning and future practice.