

SAFE STEPS HOMES LTD

STATEMENT OF PURPOSE

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Review owner	Registered Service Manager

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Safe Steps Homes Ltd intends to provide Ofsted-regulated supported accommodation for looked-after children and care leavers aged 16 and 17, subject to registration.

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Our Background and Local Experience

Safe Steps Homes Ltd has been developed from the leadership team's experience in mentoring, education, training, community engagement and support for vulnerable people. The team brings more than 15 years of relevant professional practice, complemented by youth-support work associated with Mentoring Academy since 2021.

The leadership team has supported high-risk and vulnerable young people across London, particularly in the North London boroughs of Brent, Barnet and Camden. This local experience provides a strong understanding of the needs, risks, services and opportunities affecting young people and the communities in which they live.

The team's work has included employability support, fitness and vocational development, and direct engagement with young people affected by disadvantage, neurodivergence, social exclusion or involvement with criminal justice services.

This work has involved collaboration with local authorities, police, probation services, housing organisations, education providers and community partners. Safe Steps Homes Ltd is a separate service and will operate within its own legal, governance and Ofsted registration arrangements.

About Safe Steps Homes

Safe Steps Homes Ltd is committed to providing safe, suitable and supportive accommodation in which looked-after children and care leavers aged 16 and 17 can develop confidence, resilience and the practical skills required for adulthood. The company's approach is informed by the belief that young people should have access to consistent relationships, purposeful opportunities and support that recognises their strengths, circumstances and individual goals.

Within its two-place supported accommodation model, Safe Steps Homes will combine individual support planning, mentoring-informed key work, education and employability support, community participation and preparation for independent living. The service will work collaboratively with placing authorities, education and health services, safeguarding partners, families and other relevant professionals. Support will remain within the scope of supported accommodation and will be tailored to each young person's care or pathway plan, assessed needs, wishes, risks and agreed outcomes.

Service Overview and Accommodation Model

Safe Steps Homes Ltd intends to operate shared or group living accommodation for looked-after children and care leavers aged 16 and 17, subject to Ofsted registration. The registered category, service address, maximum occupancy and operating model will remain consistent with the provider's registration application and any conditions imposed on the registration.

Safe Steps Homes provides supported accommodation for a maximum of two lookedafter children and care leavers of any gender, aged 16 or 17, who are assessed by their placing authority as ready for semi-independent living. The two-place model is intended to support careful matching, individualised support and a small, domestic

living environment. The service provides accommodation with support to help young people develop the practical, emotional and social skills required for adulthood. It is not a children's home and does not provide care or continuous supervision. Placements will be accepted only where the young person's needs, wishes, risks and level of independence can be met safely within the registered category, capacity and operating model.

The accommodation will be maintained in a condition that is safe, secure, clean, appropriately furnished and ready to accommodate young people. The provider will retain evidence of ownership or lawful occupation, planning status, insurance, fire safety arrangements, gas and electrical safety, water safety, maintenance, room allocation, security, privacy and access to staff support. Any shortfall affecting safe operation will be addressed before a young person is admitted.

Fire and premises safety arrangements include a current fire-risk assessment, clearly communicated emergency procedures, suitable detection and warning systems, emergency lighting and firefighting equipment where required, routine alarm and equipment checks, planned evacuation drills, and servicing or certification at the intervals required by law and competent professional advice. Young people receive accessible fire-safety information on admission. Checks, drills, faults, repairs and remedial actions are recorded and reviewed by the Registered Service Manager.

The shared living area includes a dining table that may also be used for study, personal projects and creative activities. Young people also have access to appropriate private or shared space for learning and planned activities.

Off-road parking is available at the property, with visitor permits for nearby parking bays where required. Contact with family members, friends and other significant people is supported where it is consistent with the young person's placement plan, wishes, safety and best interests.

Young people are supported to understand and exercise their rights to protection, development, participation, privacy and non-discrimination. These principles are reflected in placement planning, support delivery, safeguarding, complaints, advocacy and preparation for adulthood.

Vision, Aims and Objectives

Our Vision

Our vision is for every young person accommodated by Safe Steps Homes to feel safe, respected, listened to and supported to make meaningful progress towards adulthood. We aim to provide a small, stable and inclusive environment in which young people can build confidence, develop independence and pursue positive outcomes in education, training, employment, health, relationships and community life.

Our Aims

Safe Steps Homes aims to:

- Provide safe, secure, comfortable and well-maintained accommodation that safeguards and promotes each young person's welfare.

- Listen to and respond to young people's views, wishes, feelings and concerns, ensuring that their rights, dignity, privacy and individual identity are respected.
- Provide consistent, reliable and professionally accountable support from staff who are suitably recruited, trained, supervised and assessed as competent for their roles.
- Deliver an inclusive, non-discriminatory, respectful and non-patronising service that recognises each young person's strengths, needs, culture, communication and lived experience.
- Create positive experiences and opportunities that support confidence, emotional wellbeing, relationships, community participation and personal development.
- Provide a planned pathway from supported accommodation towards greater independence, in partnership with the placing authority and leaving-care services.

Our Objectives

To achieve these aims, the service will:

- Translate each young person's care or pathway plan, placement plan, risk assessment and support plan into clear, reviewed actions and outcomes.
- Support engagement and progress in education, training or employment, including further education in a field that reflects the young person's interests, abilities and agreed plans.
- Develop practical independence skills, including budgeting, cooking, household tasks, travel, appointments, digital safety, tenancy readiness and informed decision-making.
- Promote physical health, emotional wellbeing, self-advocacy, positive relationships and safer responses to risk.
- Make reasonable adjustments for autism, neurodiversity, learning, sensory, communication and other identified needs.
- Review progress regularly with the young person and relevant professionals, using feedback and outcome evidence to revise support.
- Support access to appropriately qualified external assessment or specialist intervention where needs exceed the service's competence or remit.
- Prepare young people progressively for adulthood by coordinating agreed actions relating to accommodation, education, employment, finances, health, relationships and independent living.

Who We Support

Safe Steps Homes provides supported accommodation for up to two looked-after children and care leavers, of any gender, aged 16 or 17. A young person must be placed by a local authority under section 22C(6)(d) or section 23B(8)(b) of the Children Act 1989 and must be assessed as ready for the level of independence promoted by the service. The service will not admit anyone under 16, an adult aged 18 or over, or a young person whose assessed needs require care, continuous supervision, a children's home, foster care, secure accommodation, specialist clinical provision or another setting offering a higher level of intervention.

Placements are carefully matched within the service's registered shared or group living accommodation model.

The number of young people accommodated at any time will be determined through placement planning, matching and risk assessment and will not exceed the service's registered maximum of two.

Safe Steps Homes may support young people with trauma-related needs, emotional distress, neurodiversity or vulnerabilities linked to exploitation where they are assessed as ready for supported accommodation and their needs can be met without care, continuous supervision or clinical treatment. Referral decisions consider current presentation, self-harm or suicide risk, missing and exploitation history, substance use, offending, peer compatibility, medication needs, engagement with support and access to specialist services. A diagnosis alone will neither determine acceptance nor exclusion. A placement will not be accepted where the assessed level of risk or need requires a children's home, foster care, secure accommodation, inpatient provision or another specialist setting.

Safe Steps Homes cannot accommodate a young person whose physical, learning, medical or communication needs require specialist adaptations, personal care, nursing support, clinical treatment or a level of supervision that cannot be provided safely within the registered supported accommodation model. Suitability will be assessed individually and will not be determined by diagnosis or disability alone.

Local Area and Location Suitability

Safe Steps Homes Ltd is located at 24 Beaumont Avenue, Wembley, in the London Borough of Brent. The location is considered as part of referral, matching and placement planning to ensure that local services, transport links, community resources and known safeguarding risks are compatible with each young person's assessed needs and pathway plan.

The area provides access to education, further education, specialist provision for special educational needs and disabilities, general practitioner and community health services, libraries, leisure facilities, parks, shops and employment opportunities. Wembley Central, Alperton and Wembley Park stations, together with local bus routes, support travel to education, appointments, family contact, training and employment. The accessibility and suitability of these resources will be considered for each young person during placement planning.

The service recognises that risks vary across the local area and may include antisocial behaviour, theft, exploitation, missing episodes and unsafe peer associations. These factors are considered through the service's location assessment, individual risk assessments, referral and matching decisions, and ongoing multi-agency review. The location assessment is reviewed at least annually and sooner where local intelligence, safeguarding concerns or changes in the needs of young people indicate that an earlier review is required.

Safe Steps Homes maintains safeguarding arrangements proportionate to supported accommodation for 16- and 17-year-olds. Staff receive training in child protection, contextual safeguarding, missing-from-home procedures, exploitation awareness, online safety and Prevent duties. Young people are supported to plan safe travel, recognise local risks and develop positive links with education, health, leisure and community services. The service works with Brent safeguarding partners, police, placing authorities and other relevant agencies where information-sharing or coordinated risk management is required.

The location offers access to services and opportunities that can support education, health, community participation and preparation for adulthood. Its suitability will not be assumed for every referral; it will be considered individually against the young person's needs, wishes, existing relationships, known risks and ability to access support safely.

How We Provide Support

Planned, individualised support is based on each young person's care or pathway plan, placement plan, risk assessment and support plan. Support addresses safety, emotional wellbeing, relationships and practical skills, including budgeting, shopping, cooking, cleaning, laundry, travel, appointments, education, employment, digital safety and tenancy readiness. Each young person has a named key worker and regular keywork sessions, with access to staff arranged according to assessed need, including outside normal working hours. The service does not provide personal care, clinical treatment, continuous supervision or restrictions amounting to deprivation of liberty. Where needs exceed the service's scope, the Registered Service Manager will request an urgent multi-agency review with the placing authority.

The service's staffing and out-of-hours arrangements are set out in the Workforce Plan and communicated to each young person and placing authority. These arrangements specify when staff are present, how young people obtain support when staff are not on site, the management on-call process and the response to emergencies.

Supporting Social, Cultural, Linguistic and Religious Needs

Social engagement supports young people's personal development, confidence and sense of belonging. Staff encourage participation in suitable social, leisure and community activities, taking account of each young person's interests, abilities, wishes and support plan.

Local leisure and community resources include sports facilities, parks, cultural venues and youth activities. Access is considered through support planning and risk assessment, taking account of the young person's interests, abilities, wishes, travel arrangements and identified risks.

During admission and support planning, staff identify each young person's cultural, religious, linguistic and identity needs. These are recorded in the placement plan and support plan so that relevant preferences, reasonable adjustments and agreed actions are clear.

Support for religious observance and cultural or linguistic participation is agreed with each young person and recorded in the placement plan and support plan. This may include access to places of worship, community events, appropriate clothing, dietary

requirements and cultural practices. Birthdays, cultural celebrations and religious festivals are recognised in accordance with the young person's wishes.

Young people may be supported to access community groups, youth services, places of worship and cultural organisations. Where a young person wishes to explore or reconnect with aspects of their cultural or religious identity, staff will assist them to identify appropriate and safe opportunities.

Staff receive equality, diversity and inclusion training appropriate to their roles. Where specialist cultural or religious knowledge is required, advice may be sought from relevant community organisations, cultural representatives or religious authorities, subject to the young person's wishes and information-sharing arrangements.

Interpretation or translation services will be arranged where required so that young people and their families can understand important information and communicate effectively. The accommodation will support each young person to express and maintain their cultural, religious, linguistic and personal identity.

Equality and Diversity

The service treats all individuals fairly and with dignity and respect. Differences in age, sex, gender identity, ethnicity, religion or belief, disability, sexual orientation, education and national origin are recognised and respected. Young people are supported to understand equality, challenge discrimination and prepare to participate confidently in a diverse society.

Equality and inclusion arrangements ensure that each young person accommodated and supported by the service is:

- Offered activities that are inclusive, relevant, and accessible to their abilities and interests.
- Supported within a safe, protective, and welcoming environment where their identity is respected.
- Encouraged to learn about and respect diversity, equality, and the rights of others.
- Empowered to take pride in their own cultural, personal, and social identity.
- Supported to reflect on and learn from mistakes in a non-judgemental way.
- Helped to feel confident and comfortable with difference.
- Given opportunities to discuss issues of bias, prejudice, or discrimination in a confidential and supportive setting.

Recruitment and workforce development promote equality of opportunity and compliance with employment and anti-discrimination requirements. Staff are expected to model inclusive practice, challenge discriminatory behaviour and use established procedures to raise concerns or request development support.

The management team actively promotes non-discrimination by:

- Providing regular and ongoing equality, diversity, and inclusion training for all staff.

- Encouraging open discussions during supervision, staff meetings, and training days.
- Making learning materials and resources available to both staff and young people.
- Challenging discriminatory behaviour or language promptly and appropriately.
- Ensuring policies and procedures reflect current best practice in equality and inclusion.

Our staff team works to address the disadvantages and discrimination that looked after children and care leavers may experience in education, community participation, employment and access to health services. Staff support young people to understand their rights, access advocacy and pursue equal opportunities, working with relevant professionals and community services where barriers are identified.

The service works with relevant agencies, community organisations and advocacy services to address barriers, support access to rights and ensure that young people's views inform decisions affecting them.

Complaints, Feedback and External Escalation

Each young person is informed that they may raise a concern or make a complaint if they believe they have been treated unfairly, disrespectfully or in a way that does not meet their needs. Staff support young people to express concerns clearly and access the complaints process without fear of negative consequences.

On admission, each young person receives accessible information about the complaints procedure, including how to complain, expected response times, advocacy support and external escalation routes. The information is also contained in the Young Person's Guide and revisited during keywork where required.

Young people are invited at regular intervals to complete a feedback form about the support they receive. Responses contribute to quality assurance, help identify concerns and strengths, and inform service improvements.

Complaints are addressed promptly through informal resolution or the formal procedure, as appropriate. Outcomes are reviewed to identify learning and required service improvements. Young people may raise issues directly with staff or management at any time so that concerns can be considered before they escalate.

A full copy of the complaints procedure is available on request and should be read alongside this Statement of Purpose. It explains how to raise a concern informally or formally, expected response times, advocacy support, escalation to the placing authority and the right to contact external bodies directly.

All staff are required to understand and follow the Whistleblowing Policy and the available external reporting routes. Staff must protect the rights of any young person who raises a complaint and provide practical assistance and appropriate support throughout the process.

Independent scrutiny is secured through Ofsted inspection, placing-authority monitoring, advocacy, feedback and the six-monthly Quality of Support Review. The

service does not describe or commission Regulation 44 visits, because that requirement applies to children's homes rather than supported accommodation.

The complaints process is accessible, transparent and free from retaliation. Complaints and feedback are recorded, reviewed and used to identify required action and service improvement.

Young people may raise concerns directly with Ofsted, the placing authority or the Local Government and Social Care Ombudsman, as applicable, without first using the service's internal complaints process. Current contact details and accessible information about these routes are provided in the Young Person's Guide and displayed within the accommodation.

Young people may provide feedback directly to staff or management and through the Complaints, Comments and Compliments record. The Registered Service Manager monitors feedback and records any action required.

Access to Policies and Procedures

Young people, parents, carers, social workers, commissioners and other relevant professionals may request access to the service's policies and procedures by contacting the Registered Service Manager using the contact details provided at the front of this Statement of Purpose. Information will be provided in an accessible format where required, subject to confidentiality and data-protection requirements.

Views, Wishes and Feelings

Young People's Participation and Consultation

Every young person has the right to express their views, influence decisions and contribute to how the accommodation operates. Young people receive clear information about shared expectations, their rights and responsibilities, and the ways in which they can raise concerns or propose changes. Participation is embedded in support planning, house meetings, key-work sessions, complaints, advocacy and service review.

Participation supports informed decision-making, self-advocacy and preparation for adulthood. Young people are given regular opportunities to express their views, propose changes and understand how their contributions have influenced decisions.

Young people are invited to participate in decisions about their accommodation, support, education, community involvement, aspirations, interests, family relationships and preparation for adulthood. Their views, including disagreement, are recorded and considered in support planning, risk assessment and review.

Participation is supported through:

- Weekly key worker sessions to review progress and discuss personal goals.
- Weekly house meetings to raise ideas and agree on household matters.
- Menu planning and shopping to ensure meals reflect preferences and cultural needs.

- Involvement in home decoration to promote a sense of ownership.
- Updating the Young Person's Guide so it reflects their input.
- Decisions around recreational activities to ensure leisure time is meaningful.

Access to Advocacy and Independent Support

The service will work with the placing local authority to secure access to advocacy appropriate to the young person's needs and legal status. This may include a court-appointed children's guardian or an independent advocacy service commissioned by the placing local authority.

During induction, each young person is given clear, accessible information about their right to independent advocacy and how to obtain support. This information is explained verbally, included in the Young Person's Guide and revisited during key-work sessions so that the young person understands how to contact an advocate independently, including the National Youth Advocacy Service where available. Staff will support access without directing or influencing the advocate's role. Advocacy is treated as an important safeguard that enables young people to express their views, understand their rights and participate meaningfully in decisions about their accommodation, support and future plans.

Information About Placement Entitlements

Young people are supported to understand the entitlements arising from their legal status, care or pathway plan, placement agreement and the placing authority's policies. On admission, staff explain in an accessible way the accommodation and support arrangements, financial and personal allowances where applicable, education and health support, contact arrangements, advocacy, complaints, access to records and leaving-care support. The information is included in the Young Person's Guide and revisited through key-work sessions and reviews. Where an entitlement or funding responsibility is unclear, the Registered Service Manager will seek written clarification from the placing authority and support the young person to access independent advocacy.

Education

Education support is coordinated with the young person, placing authority, education provider, Virtual School, special educational needs services and other relevant professionals. Arrangements are based on the young person's education plan, assessed needs, views and agreed outcomes.

Transport arrangements are agreed on an individual basis through placement planning and risk assessment, in consultation with the placing authority, to ensure travel is safe, manageable and in the young person's best interests. For education settings farther away but still within a reasonable travelling distance, transport arrangements will be agreed with the placing local authority's Virtual School and Brent special educational needs services.

Education is central to each young person's development. Support covers formal learning, practical life skills, social experiences and personal development. Individual

strengths and interests are identified early and reflected in agreed educational and development opportunities.

Where a young person has been excluded from school or faces challenges integrating into mainstream education, we work with local specialist services, alternative provision settings, or arrange home tutoring through the local authority. This ensures that every young person continues to receive an education that meets their needs and supports their progress.

Staff support engagement with education by assisting with agreed study tasks, maintaining communication with education providers and attending relevant meetings where appropriate. Educational progress is reviewed against the young person's plans and agreed outcomes.

Homework and study tasks take place in an environment conducive to learning, whether at the desk in the young person's bedroom or, when the use of a computer is required, on the home's devices with appropriate support and supervision. This ensures that learning is safe, focused, and supported.

Each young person's Personal Education Plan or Education, Health and Care Plan, where applicable, informs the support provided. Progress is monitored and relevant information is shared with professionals in accordance with consent, confidentiality and information-sharing requirements. Academic, vocational and personal achievements are recognised, and support is directed towards agreed education, training and employment goals.

Enjoyment and Achievement

Young people are supported to participate in individual and group activities that reflect their interests, assessed needs and agreed outcomes. Cultural and religious events may be recognised where this is consistent with the young person's wishes and support plan.

Participation in school clubs, community activities, sport, outings and individual hobbies may be supported where this is consistent with the young person's wishes, support plan and risk assessment. New activities are considered against available resources, suitability and agreed outcomes.

Each young person's interests, strengths and abilities are considered in activity planning. Opportunities within the accommodation and community are selected to support participation, creativity, physical wellbeing, social skills and independence.

The provider will maintain an activity budget proportionate to the number, assessed needs, interests and agreed outcomes of the young people accommodated. Expenditure decisions will be planned transparently and reviewed to support reasonable access to recreational, educational and cultural opportunities.

Visits from friends and significant people may be supported where they are consistent with the placement plan, risk assessment, the rights and privacy of other young people and any agreement with the placing authority. Arrangements are reviewed where concerns arise.

Young people are supported to understand online safety, privacy, exploitation and responsible use of devices. Any safeguarding measure affecting internet access or device use will be individually assessed, lawful, proportionate, recorded and agreed with the placing authority where appropriate. The service will not routinely monitor private digital activity.

Young people may personalise their bedrooms and contribute to the maintenance of shared spaces, subject to safety, tenancy and property requirements. Responsibilities are agreed through support planning and shared-living expectations.

Health and Wellbeing Support

Safe Steps Homes promotes each young person's physical, emotional and psychological wellbeing through practical health support, health education and coordinated access to appropriate services. Staff help young people understand and attend appointments, develop healthy routines, manage agreed health actions and build the confidence needed to take increasing responsibility for their wellbeing. The service does not provide nursing, clinical treatment or personal care.

The Registered Service Manager oversees arrangements that help young people access appropriate health services and ensures that agreed health actions are reflected in support plans. Staff assist young people to register with a general practitioner, dentist and optician where required, attend appointments and understand health information, while promoting increasing independence and respecting consent and confidentiality.

Where a young person requires medical attention, staff will support timely access to an appropriate health professional or emergency service. Health-related incidents and agreed actions will be recorded, and information will be shared with the placing authority, social worker, parent or carer and health professionals in accordance with the young person's legal status, consent, confidentiality, safeguarding requirements and information-sharing arrangements.

Each young person's health needs and agreed support are identified from the information provided by the placing authority and relevant health professionals. Agreed actions are recorded in the support plan, reviewed with the young person and updated when needs or professional advice change.

Personalised Health Support

- Each young person's dietary requirements, allergies, preferences and cultural or religious needs are discussed with them and recorded in the placement plan and support plan. Staff support young people to understand nutrition, plan meals, shop and prepare food safely as part of developing independence.
- Physical activity is encouraged through structured and leisure-based exercise tailored to the interests and abilities of the young person. Opportunities for rest, relaxation, and emotional wellbeing are also built into daily routines.

Health Education and Preventive Support

Staff provide age-appropriate information and key-work support on smoking, alcohol, substance misuse, bullying and other health risks. Where additional intervention is required, the service supports referral to an appropriate health, substance-misuse, safeguarding or commissioned specialist service. Agreed actions and outcomes are recorded in the support plan and reviewed with the young person and relevant professionals.

Therapeutically Informed Support and Access to Clinical Services

Safe Steps Homes delivers a therapeutically informed supported accommodation model. This means that staff use trauma-informed, attachment-aware, strengths-based and psychologically informed approaches in everyday relationships, keywork, support planning and reflective practice. The model is designed to help young people understand their experiences, develop emotional regulation, build safe relationships and strengthen independence. It does not constitute clinical treatment, psychotherapy or a substitute for specialist mental health services.

Trauma-informed practice is used where relevant to the young person's history, assessed needs and support plan. The approach emphasises safety, trust, choice, collaboration and empowerment and is reviewed against agreed independence and wellbeing outcomes.

Safe Steps Homes is not a clinical or therapeutic treatment service and does not provide therapy directly unless this is delivered by an appropriately qualified and commissioned professional. Where an assessment identifies a need for therapeutic or mental health intervention, staff support the young person and placing authority to access the relevant National Health Service, local authority or commissioned service. The provider records referral actions, supports attendance where agreed and incorporates professional recommendations into the support and risk-management plans without assuming clinical responsibility.

Where a young person presents with complex, persistent or changing behaviours that are not sufficiently explained by the available information, the Registered Service Manager will seek a multi-agency review and request that the placing authority coordinates a comprehensive assessment by appropriately qualified professionals. This may include diagnostic, psychological, neurodevelopmental, cognitive, communication, sensory or other psychometric assessment where clinically indicated. The purpose is to develop a clearer evidence-based understanding of the factors contributing to the young person's presentation, including trauma, mental health, neurodiversity, learning needs, communication difficulties and environmental influences. Safe Steps Homes will not undertake diagnosis or psychometric testing unless this is provided by a suitably qualified and commissioned professional. Relevant findings and recommendations will be incorporated into the young person's support plan, risk assessment, communication strategies and placement review, with clear responsibilities, consent and information-sharing arrangements.

Where therapeutic input is identified in the young person's care plan, pathway plan, health assessment or multi-agency review, the Registered Service Manager will work with the young person and placing authority to clarify the presenting need, obtain relevant professional advice and agree the appropriate referral route. Responsibility

for assessment, diagnosis and treatment remains with the relevant National Health Service, local-authority or commissioned professional.

- Cognitive behavioural therapy
- Trauma-informed counselling
- Creative therapies, for example art, music or drama
- Therapeutic life-story work

Any commissioned therapeutic intervention will be based on assessed need and agreed with the young person, placing authority and relevant professionals. Its purpose, consent arrangements, information-sharing boundaries, funding and review arrangements will be recorded, and relevant recommendations will be reflected in the support plan without transferring clinical responsibility to Safe Steps Homes.

The impact of therapeutically informed support and any externally commissioned intervention is reviewed with the young person and relevant professionals. Evidence may include the young person's own account, engagement with education or employment, placement stability, reduced missing or safeguarding incidents, improved emotional regulation, stronger relationships and progress against agreed independence goals. Reviews will inform the support plan and will also identify where needs exceed the service's remit and require specialist assessment or alternative accommodation.

Where the service commissions or regularly consults a therapist, psychologist or other clinician, their role, qualifications, professional registration, accountability, confidentiality arrangements and information-sharing responsibilities will be documented. Clinical advice will inform support planning but will not transfer statutory decision-making from the placing authority or operational accountability from the Registered Service Manager. Any safeguarding concern arising through therapeutic work will be managed through the service's safeguarding procedure.

Crisis Response and Emergency Planning

The service maintains clear procedures for responding to crisis or escalation, supported by an out-of-hours management arrangement. Staff follow the young person's individual risk and contingency plans, contact emergency or specialist services where required and notify the placing authority without delay when needs or risks materially change. The Registered Service Manager coordinates an urgent multiagency review to determine whether additional safeguards can be provided within supported accommodation or whether alternative accommodation is required.

Relationships, Family Contact and Visitors

Promoting Contact with Friends and Families

Contact with parents, family members, friends and other significant people is supported where it is safe, consistent with the young person's wishes and recorded in the placement plan. Staff may assist with agreed contact arrangements and will record supervised or supported contact where required.

Contact visits may take place where they are consistent with the placement plan, risk assessment and the rights and privacy of other young people. Visitors are expected to comply with the service's conduct, identification and sign-in requirements.

Where appropriate, each young person has access to a telephone to contact their immediate or extended family/carer, letters and emails can be sent, and feedback is received from external people. We always respect the privacy and dignity of the individual. The Placement Plan reflects the arrangements for telephone use and contact and any restrictions, for the protection of the young person. This plan is agreed with the placing authority at the point of admission.

Where a proposed visit differs from the arrangements recorded in the placement plan, advance notice is requested so that the young person can be prepared and appropriate staffing and safeguarding arrangements can be confirmed. Contact arrangements and any agreed changes are recorded in the young person's record.

All visitors to Safe Steps are required to show proof of identity before entering the home.

Safe Steps reserves the right to refuse entry and to ask a visitor to leave the home should they believe that their behaviour is unacceptable or presents a risk to the young person.

Each young person is encouraged to make appropriate friendships locally as well as to retain friendships from previous placements. Decisions permitting the young person to visit a friend's house need to be agreed with the young person's parent/carer, social worker or placing authority.

Under no circumstances is contact cancelled because of a young person's behaviour unless the behaviour presents a risk to the young person or others.

Visitors to the Accommodation

Visitors are normally admitted by prior arrangement. On arrival, they must provide valid identification and sign the visitor record. These requirements support the safety, privacy and security of young people, staff and the premises.

Staff are responsible for monitoring all visitors while on the premises. This includes overseeing any contractors or maintenance personnel to ensure:

- They are accompanied at all times while inside the home.
- They have no unsupervised contact with young people.
- Tools, materials, or equipment are not left unattended.

If a visitor's behaviour or presence raises any concerns, they will be asked to leave immediately. Where necessary, the matter will be escalated to the appropriate authorities, including contacting the police.

Behaviour Support and Positive Relationships

Some young people may communicate distress, uncertainty or unmet needs through behaviour that affects their safety, relationships or shared living arrangements. Staff

respond by considering the young person's communication, trauma history, current circumstances and agreed support strategies, rather than labelling the behaviour or treating it as deliberate defiance.

Difficulties communicating feelings or needs may be expressed through behaviour. Staff consider frustration, confusion, emotional distress and other underlying factors when assessing and responding to incidents.

Understanding and Responding to Behaviour

Any behaviour that may affect safety, relationships or shared living is considered within the young person's risk assessment and support plan. Agreed strategies identify triggers, communication needs, protective factors, de-escalation approaches and the action to take if risks increase. Plans are reviewed with the young person, placing authority and relevant professionals and updated following incidents or significant changes.

Positive behaviour is promoted through consistent relationships, clear expectations and calm, predictable staff responses. Staff model respectful communication and support young people to develop safer ways of expressing needs, managing disagreement and resolving conflict.

Establishing Boundaries and Expectations

- We actively involve children and young people in the creation of house rules and routines, helping them understand the purpose of boundaries and the importance of mutual respect.
- When expectations are breached, staff respond through supportive and educative conversations, helping the child or young person to reflect on their actions in a non-shaming way.
- Where shared expectations are not met, staff use calm, respectful and restorative discussion to help the young person understand the impact of what has happened and identify safer choices. Any agreed response will be lawful, proportionate, non-punitive and consistent with the placement plan, support plan, risk assessment and the young person's rights. Restrictions or sanctions associated with children's-home care will not be used.

De-escalation and Crisis Management

Staff complete role-appropriate training in de-escalation and conflict resolution before undertaking duties for which that competence is required. The provider evaluates competence through induction, supervision, reflective review and observed practice. Staff use calm communication, distraction and agreed de-escalation strategies as the first response to agitation or emotional distress, in accordance with the young person's support and risk-management plans.

Staff use relationship-based, trauma-informed and restorative approaches to prevent escalation and support young people to regulate emotions and make safer choices. The service does not use restraint as a routine behaviour-management response and does not operate practices that amount to the care or control expected in a children's home. In an immediate emergency, staff may take only lawful, necessary and

proportionate action to prevent serious harm, summon emergency assistance and follow safeguarding, recording, notification and review procedures.

Post-Incident Practice and Accountability

Any serious incident or emergency action taken to prevent immediate harm will be recorded promptly, reviewed by the Registered Service Manager and notified to relevant agencies where required. The young person will be offered a supportive debrief, information about advocacy and complaints, and an opportunity to contribute to the review.

Restorative Approaches

Restorative practice is used to support young people to:

- Take responsibility for their actions.
- Understand the impact of their behaviour on others.
- Consider ways to repair relationships or situations.
- Develop alternative strategies for managing emotions and responding to difficult situations.

These restorative conversations are delivered with empathy and support, helping the young person grow in emotional intelligence, self-regulation, and accountability.

Safeguarding

Safeguarding is central to the operation of Safe Steps Homes. The service promotes each young person's safety and welfare through proportionate risk assessment, clear reporting and escalation procedures, safer recruitment, contextual safeguarding, partnership working and support that respects privacy, autonomy and preparation for adulthood.

Leadership and Responsibility

- The Registered Service Manager has operational responsibility for safeguarding and ensures that concerns are referred without delay to the placing authority, host local authority, police, designated officer and other agencies as appropriate.
- The Nominated Individual provides provider-level scrutiny, challenge and escalation and ensures that the registered provider meets the Protection Standard.
- All staff receive safeguarding training at induction and regular refreshers covering contextual safeguarding, exploitation, trafficking, county lines, radicalisation, online harm, self-harm, missing episodes and allegations against adults.

Safer Recruitment and Vetting

Safer recruitment procedures apply to all appointments and include the checks and controls set out below.

- All staff must undergo an enhanced Disclosure and Barring Service check and, where applicable, an overseas criminal-record check, and provide full employment references before starting work.
- No staff member begins unsupervised work until all checks are completed.
- Visitors to the home are vetted on arrival, must present valid identification, and are logged in the visitor record book.
- Contractors and maintenance personnel are supervised at all times and have no unsupervised contact with young people.

Creating a Safe and Supportive Environment

Premises safety, privacy, security and environmental standards are maintained through the following arrangements.

- The provider maintains arrangements to ensure that the accommodation meets applicable health, safety, fire, environmental, maintenance, security and suitability requirements. Compliance is monitored through scheduled checks, risk assessments, servicing, maintenance records and prompt action where a shortfall is identified.
- We maintain appropriate levels of privacy for young people, while balancing this with our duty to protect and safeguard.
- Security protocols are in place to prevent unauthorised access and to ensure the safety of residents and staff.

Responding to Safeguarding Concerns

All staff are trained to recognise and respond to signs of abuse, neglect, exploitation and harm involving another young person, visitor, staff member or other person. A concern or disclosure is treated sensitively and acted on immediately. Staff must protect the young person from immediate harm, report the matter without delay in accordance with the safeguarding procedure, and make a clear, factual and contemporaneous record as soon as practicable. Recording requirements must not delay referral, emergency action or notification to the relevant authority.

Any allegation or safeguarding concern will be referred promptly to the appropriate safeguarding authority and managed in accordance with statutory guidance and the service's safeguarding procedure. The provider will preserve evidence, protect the young person, cooperate with external enquiries and undertake only those internal management actions that do not compromise a police, local-authority or designated officer process.

- Immediate referral by the designated safeguarding lead to the Local Authority Designated Officer, the placing authority and other relevant agencies.
- A notification of any serious event will be made to Ofsted without delay in accordance with regulation 27 of the Supported Accommodation (England) Regulations 2023.
- The local child protection team will lead the investigation, in collaboration with Safe Steps and external partners.

Following a safeguarding concern or allegation, the Registered Service Manager reviews any immediate and continuing protective measures, ensures that agreed actions are reflected in the young person's risk assessment and support plan, and monitors completion of referrals, notifications and multi-agency actions. Any wider behaviour-support work is addressed separately under the Behaviour Support and Positive Relationships arrangements.

Preventing and Dealing with Bullying

Safe Steps Homes recognises bullying, including peer-on-peer abuse and online bullying, as a potential safeguarding concern. Prevention includes clear shared expectations, respectful adult modelling, individual and group key work, online-safety education and assessment of risks within the accommodation, education and community. Reports or indicators of bullying are acted on promptly, recorded and shared with the placing authority and other agencies where required. The young person affected is supported to feel safe and access advocacy or complaints routes, while the young person whose behaviour is causing harm receives proportionate support and challenge. Persistent or escalating concerns will prompt a review of risk management, compatibility and placement suitability.

Missing from Home or Supported Accommodation

Young people in supported accommodation have age-appropriate freedom and are not continuously supervised. On admission, staff agree clear contact arrangements, expected whereabouts, curfews where appropriate, and an individual missing-from-home plan with the young person and placing authority. The plan balances safety with privacy, autonomy and preparation for adulthood.

Preventive work includes relationship-based support, agreed check-ins, safe travel planning, access to a charged phone, exploitation-awareness work and coordinated multi-agency risk management. The service will not use locked doors, physical intervention or other restrictions to prevent a young person leaving, except ordinary measures needed to keep the premises secure.

There is no blanket waiting period before action is taken when a young person is absent or missing. Staff act immediately in accordance with the individual missing-from-home risk assessment, placement plan, local missing protocol and information known at the time. The placing authority, police, parent or carer and on-call manager are notified at the point required by the young person's assessed risk. Higher-risk circumstances—including exploitation, trafficking, self-harm, significant vulnerability or a court-authorised restriction—are escalated without delay. Actions, decisions and attempts to locate and contact the young person are recorded contemporaneously.

The service maintains a Missing from Home or Supported Accommodation Policy that operates alongside the procedures of the placing authority, host local authority and police.

Each young person's agreed independence arrangements are recorded in their placement and support plans. Staff maintain proportionate contact and respond when expected contact is missed, while recognising that supported accommodation is intended to build safe autonomy rather than provide direct supervision of every activity.

When a young person returns, staff welcome them without blame, attend to immediate health and safety needs, notify relevant professionals, update the risk assessment and offer a supportive debrief. The placing authority is asked to arrange an independent return-home interview in line with statutory guidance. Learning from the episode is incorporated into the young person's support plan and the service's safeguarding practice.

Leadership and Management

This is Safe Steps Homes Ltd's first supported accommodation service. As the organisation develops and considers future expansion, growth will be planned and proportionate, informed by the experiences and outcomes of young people, workforce capacity, safeguarding intelligence, quality assurance findings and local placement needs. Any additional accommodation will be individually assessed, appropriately resourced and registered with Ofsted where required. Expansion will not compromise the safety, stability or quality of support provided at the existing service.

Organisational Structure

The leadership team recruits and retains staff who are suitable, experienced and competent to support 16- and 17-year-old looked-after children and care leavers. Staffing, induction, supervision and development are governed by the Supported Accommodation (England) Regulations 2023 and the service Workforce Plan. The plan sets out the management structure, staffing arrangements, skills and experience required, training expectations, contingency arrangements and how the workforce will meet the needs of young people across the service.

Registered Provider — Safe Steps Homes Ltd: retains overall legal and regulatory accountability for the service.

Nominated Individual — Mr Panayiotis Tsekouras: provides provider-level oversight, scrutiny and challenge, supports the registered provider to monitor compliance with the Supported Accommodation (England) Regulations 2023 and the Quality Standards, and acts as the principal liaison with Ofsted on behalf of the registered provider. He has more than 15 years' experience working with local authorities, vulnerable individuals and young people, including under-18s in supported environments. His experience includes managing mentors and support workers, safeguarding and vulnerability assessments, risk-based investigations, complaints, incidents, multi-agency liaison and accountable record keeping. His qualifications include a Level 3 Health and Social Care award and a Level 4 Internal Quality Assurance qualification.

Registered Service Manager — Mr Meldrick Quansah: is responsible for the day-to-day management of the service, including safeguarding oversight, workforce leadership, implementation of the Statement of Purpose, monitoring of the Quality Standards and escalation of matters requiring provider or external-agency action. He has substantial health and social care experience across support work, mental health step-down and residential care settings. His practice includes person-centred support, promoting independence, key work, support planning, tenancy and accommodation support, safeguarding, risk awareness, medication support, accurate

recording and liaison with families and professionals. He has also taken the lead on specific responsibilities and shifts. His qualifications include a BSc (Hons) Health and Social Care, awarded with Upper Second Class Honours, a Level 3 Diploma in Health and Social Care and a Diploma in Mental Health. His relevant training includes safeguarding children and vulnerable adults, positive behaviour support, conflict resolution, health and safety, first aid, Prevent, self-harm awareness, information governance and support planning.

Senior or Lead Support Workers, where appointed: coordinate shifts, oversee practice, support effective handovers and recording, and escalate concerns to the Registered Service Manager.

Support Workers and Residential Support Workers: provide direct support and key work, implement support plans, promote safeguarding and independence, and maintain accurate records.

The Registered Service Manager reports to the Nominated Individual, who provides oversight and challenge on behalf of the registered provider. Clear escalation arrangements apply when the Registered Service Manager is unavailable. Staff responsibilities, reporting lines, delegated authority and out-of-hours management arrangements are set out in the Workforce Plan and communicated through induction and supervision. Clinical or therapeutic professionals do not form part of the operational management structure unless formally commissioned; their advice does not transfer operational accountability from the Registered Service Manager or statutory responsibility from the placing authority.

Staffing Structure and Placement Coverage

Staffing and staff availability are determined by the number and assessed support needs of young people, the layout of the accommodation, known risks and the service's Workforce Plan. The model provides reliable access to support and management oversight without creating continuous supervision or a level of care inconsistent with supported accommodation. If a young person appears to require sustained one-to-one or two-to-one supervision, the Registered Service Manager will review whether the placement remains suitable and seek an urgent multi-agency decision.

Daily handovers, full team briefings, and responsive management oversight ensure continuity, accountability, and staff wellbeing, which in turn strengthens placement stability.

Recruitment and Succession Planning

Recruitment follows safer recruitment requirements, including enhanced Disclosure and Barring Service checks, overseas criminal-record checks where appropriate, reference verification and structured interviews. Equality and inclusion requirements apply throughout recruitment and workforce development.

A structured induction and ongoing development programme supports staff to deliver safe, consistent and effective support. Succession planning and professional

development are linked to the Workforce Plan, service needs and demonstrated competence.

Staff progression into senior roles is based on demonstrated competence, performance and service need. Recruitment, supervision, appraisal and development arrangements are aligned with the training framework and Workforce Plan to support retention and succession planning.

Induction, Training and Workforce Development

All new staff complete a role-specific induction covering safeguarding and child protection, health and safety, first aid, fire safety, professional boundaries, supported accommodation practice, the four Quality Standards, support planning, recording, equality and diversity, contextual safeguarding, missing-from-home procedures, exploitation, medication awareness and non-restrictive de-escalation.

During probation, the provider evaluates whether each staff member can apply the induction learning safely and consistently in practice. Assessment includes the quality of support planning and recording, understanding of professional boundaries and the four Quality Standards, responses to safeguarding concerns, communication with young people and professionals, and contribution to preparation for adulthood. There is no prescribed residential-childcare qualification requirement for supported accommodation staff; however, the provider will support relevant accredited learning and retain evidence that each worker has the skills, knowledge and experience required for their role.

Additional workforce development will be arranged where the assessed needs of young people or learning from practice show that further competence is required. This may include trauma-informed practice, neurodiversity, self-harm awareness, contextual safeguarding, exploitation, substance misuse and emotionally informed support.

Ongoing Training and Development

Training is monitored through the service training matrix and reviewed against the Workforce Plan, staff supervision, incidents, safeguarding themes, quality assurance findings and the assessed needs of young people. The Registered Service Manager ensures that required learning is completed and that staff competence is evaluated in practice, not solely through course attendance.

Supervision, appraisal and reflective practice are delivered in accordance with the Workforce Plan. The frequency and focus of additional supervision are informed by safeguarding concerns, significant incidents, performance issues, changes in responsibilities, staff wellbeing and the assessed needs of young people. Learning or competence gaps identified through these processes are recorded and addressed through agreed development actions.

All staff receive monthly one-to-one supervision and an annual appraisal from their line manager. Additional supervision is available following safeguarding concerns, critical incidents or at the request of the staff member. Supervision and open communication support accountability, reflective practice and staff development.

Supervision provides a structured space for staff to:

- Reflect on their practice.
- Receive professional guidance and feedback.
- Explore areas for personal and professional development.
- Be held accountable for their work and responsibilities.

Supervision records provide evidence of accountability, practice review and professional development.

Professional-development objectives are recorded through supervision and appraisal and aligned with the Workforce Plan, role requirements and the Quality Standards.

Workforce communication includes:

- Daily handovers between shifts.
- Monthly staff meetings, which include updates on young people's progress, changes to care plans, upcoming reviews, safeguarding matters, and organisational developments.

Workforce wellbeing, retention and professional accountability are monitored through supervision, appraisal, staff meetings, incident review and quality assurance. Concerns and improvement proposals may be raised through management, safeguarding or whistleblowing procedures.

Specialist Training for Assessed Needs

Specialist workforce development will support the service's therapeutically informed model and will be matched to the assessed needs of young people. Training may include trauma-informed practice, attachment and developmental trauma, adolescent development, neurodiversity, self-harm awareness, contextual safeguarding, exploitation, substance misuse, psychologically informed environments, professional boundaries, reflective practice and non-restrictive de-escalation. Training will not authorise staff to diagnose, provide psychotherapy or undertake clinical functions outside their qualifications and role.

Quality Assurance and Quality of Support Review

The Registered Service Manager and Nominated Individual will ensure that this Statement of Purpose remains consistent with the provider's Ofsted application, Workforce Plan, safeguarding policy, missing-from-home procedure, behaviour management policy, complaints procedure, contingency plan, business plan, financial information, premises documentation and location assessment. Material discrepancies or service changes will be reviewed promptly and notified to Ofsted where required.

In accordance with regulation 32 of the Supported Accommodation (England) Regulations 2023, the registered person will complete a Quality of Support Review at least once every six months. The review will evaluate whether the service is meeting the four Quality Standards and delivering the outcomes described in this Statement of Purpose. The report will draw on young people's views, placement outcomes,

safeguarding and missing incidents, complaints, notifications, workforce information, premises checks, case-file audits and feedback from placing authorities. Each shortfall will have a named accountable person, a completion date and evidence of closure. Learning will inform the Workforce Plan, policies, support practice and service development. The completed report will be sent to Ofsted within 28 days and made available to accommodating authorities where required.

Admissions and Transition Process

Safe Steps Homes will admit no more than two young people aged 16 or 17. The Registered Service Manager makes each admission decision following review of the referral information, consultation with the young person and placing authority, assessment of compatibility with any existing placement, and confirmation that the accommodation, staffing and support arrangements can meet the identified needs safely. Urgency or commercial considerations will not override suitability, matching or safeguarding requirements.

Admissions are planned wherever possible and are consistent with the Supported Accommodation (England) Regulations 2023, the young person's care or pathway plan and the placing authority's assessment of readiness for semi-independent living. The service considers the young person's views, compatibility with others, local-area risks, education or employment, health, identity, relationships, practical skills and ability to access support. The placement agreement clearly records the support to be provided, staffing availability, financial arrangements, house expectations, safeguarding actions, review arrangements and the steps to take if needs change.

Referral Assessment, Matching and Placement Suitability

Each referral is subject to a multi-agency assessment of placement suitability and the service's capacity to meet the young person's identified needs. The assessment includes:

- Identifying the young person's current and historical needs
- Reviewing behaviours that may present risks to themselves or others
- Considering staff training, experience, and the ability of the team to meet those needs effectively
- Assessing the potential impact on the existing home environment

We request all relevant documentation at the point of referral, including court orders, the local authority care plan, looked-after child review minutes, professional reports, previous risk assessments, the three most recent incident reports where applicable, the chronology, care and pathway plans, any Education, Health and Care Plan, and relevant medical information. Safe Steps then completes an internal impact risk assessment to inform the placement decision. Where a potential match is identified, we liaise closely with the placing authority to ensure that the decision is informed, collaborative and in the young person's best interests.

Liaison with Referring Authorities

Throughout the referral and admission process, we maintain regular liaison with the placing authority, social workers, and relevant professionals to ensure that:

- The young person's full needs are understood
- Risks are identified and mitigated
- The staff team is equipped and prepared to support the placement

All agreed targets, support strategies, and risk management approaches are confirmed with the placing authority and are formalised in the Placement Planning Meeting prior to admission. This collaborative process ensures that the staff team is fully briefed and prepared, and that the young person receives consistent support from the point of placement.

Admission and Settling-In Planning

Where possible, admissions are planned collaboratively with the young person, placing authority, family or significant people where appropriate, and relevant professionals. Introductory visits may be arranged where they are safe, practicable and consistent with the young person's transition plan. The pace and content of transition activity will reflect the young person's wishes, assessed needs, existing commitments and compatibility with the shared accommodation.

Upon admission, every child or young person is provided with a Young Person's Guide. This child-friendly document explains life at Safe Steps, rights and responsibilities, how to make a complaint, and where to seek help or advocacy. A key working session is conducted to go through the guide in a way that is accessible and age-appropriate, ensuring the young person understands the support available to them.

Preparation for Adulthood and Leaving-Care Support

Transition planning will be coordinated with the young person, placing authority, social worker, Personal Adviser, leaving-care service and other relevant professionals. Support will reflect the young person's care plan, Pathway Plan and the placing authority's local offer for care-experienced young people. Staff will contribute relevant information, support agreed actions and assist the young person to prepare for accommodation, education, employment, finances, health, relationships and independent living after age 18.

Where a young person is likely to have needs for adult care and support, the service will work with the placing authority to support timely consideration of a transition assessment under the Care Act 2014. Responsibility for the assessment, eligibility decision and any adult care and support plan remains with the relevant local authority. Transition arrangements will identify responsibilities, timescales, funding, information-sharing requirements, contingency arrangements and the support required before and after the young person's eighteenth birthday.

Emergency and Same-Day Admissions

Emergency or same-day referrals will be accepted only exceptionally and only where sufficient information is available to establish that supported accommodation is suitable and safe. Commercial pressure or placement urgency will not override matching, readiness or safeguarding considerations. The Registered Service Manager must be satisfied that the service can meet the young person's needs, that the

accommodation is ready, that staffing and on-call arrangements are in place and that any impact on other young people has been assessed.

- The placement will promote the young person's welfare
- There is no unacceptable impact on the home
- Staff are trained and available to meet the identified needs

For emergency admissions, a minimum dataset is required prior to placement, including:

- Health needs and medical history (or interim summary)
- Chronology
- Legal status and any Court Orders
- Contact arrangements and safeguarding information

Any emergency placement will be reviewed at the earliest opportunity agreed with the placing authority. The review will confirm whether the accommodation remains suitable, whether required information and plans have been received, whether risks can be managed within supported accommodation and whether the placement should continue, change or end.

Temporary Enhanced Support and Placement Review

Where a young person's needs or risks temporarily increase, the service may provide more frequent keywork, agreed welfare contact, additional management oversight and enhanced multi-agency review, subject to agreement with the placing authority. Any increase will remain proportionate, time limited and consistent with supported accommodation. If safe support depends on sustained one-to-one or two-to-one supervision, the Registered Service Manager will initiate an urgent placement review because this may indicate that the young person requires a different form of accommodation or care.

Planned and Unplanned Placement Endings

Transitions will be planned with the young person, placing authority, family or significant people where appropriate, and the receiving service. The transition plan will record timescales, responsibilities, information sharing, practical arrangements and the support required before, during and after the move.

Where a placement is no longer suitable because needs or risks have increased beyond the service's remit, the Registered Service Manager will notify the placing authority without delay and request an urgent multi-agency review. The service will provide the maximum safe notice possible, contribute to transition planning, share relevant records and support the young person to understand and participate in decisions. Immediate action may be required where remaining in the accommodation presents a serious and unmanageable risk.

Placement endings will be managed with due regard to the young person's dignity, rights, safety and participation. Relevant information and agreed transition actions will

be recorded and shared with the placing authority and receiving service as appropriate.

Review, Approval and Document Governance

This Statement of Purpose defines the scope, operating model and governance arrangements of Safe Steps Homes Ltd's supported accommodation for looked-after children and care leavers aged 16 and 17. Service delivery will remain within the registered accommodation category and will be reviewed against young people's rights, safety, wellbeing, participation, independence outcomes and preparation for adulthood.

This Statement of Purpose will be reviewed at least annually and sooner where required by regulatory change, service development, significant incidents, quality assurance findings or feedback from young people and professionals. The current version-control record at the front of the document confirms the review date, next review date and review owner. Learning from reviews will be used to strengthen practice, update associated policies and plans, and ensure that the service continues to meet the Supported Accommodation (England) Regulations 2023 and the four Quality Standards.