

# Harmeny School

## School Care Accommodation Service

Mansfield Road  
Balerno  
Edinburgh  
EH14 7JY

Telephone: 0131 449 3938

**Type of inspection:**

Unannounced

**Completed on:**

26 July 2018

**Service provided by:**

Harmeny Education Trust Ltd

**Service provider number:**

SP2003002598

**Service no:**

CS2003011066

## About the service

Harmeny School registered with the Care Inspectorate on 1 April 2011.

Harmeny School provides school care accommodation for 32 children of Primary School age up to Secondary Stage Two who have complex social, emotional and behavioural needs.

Harmeny School is an independent, grant aided school which is owned and managed by Harmeny Education Trust Ltd., a not for profit organisation with charitable status.

The school is situated in extensive grounds in a rural setting on the edge of Edinburgh with good access to local amenities and bus routes. The accommodation is provided in four purpose built cottages within the grounds and in one wing of the original nineteenth century house.

The school also provides a day education service, supported by a dedicated cottage.

Harmeny School is a national resource with children in residence from throughout Scotland. It operates throughout the year.

## What people told us

During the inspection we spoke with some of the children who were staying at Harmeny. In the main the children said they liked living there, though some said they would like to live at home. They spoke about the activities they liked to do such as, playing football, going out on their bikes and playing with Lego. They told us about the staff and said that they were nice and that they helped them and played with them. They said that they liked their bedrooms.

We sent out questionnaires to ask children for their views. Fourteen children completed the questionnaires. The children were very positive about their experience of Harmeny. In response to the statement 'Overall, I am happy with the quality of care I get here' eight children strongly agreed and six agreed.

We also spoke with relatives of children staying at Harmeny. Overall they were very happy with the care their children received, though they said that sometimes they would like to be kept more informed of events in their children's lives. Comments included:-

"I like it, it's an eye-opener to see what they can do for the kids there"

"They are consistent, I can see a big difference in (child), less angry, less outbursts"

"They are very respectful towards us"

"Doing a marvellous job."

## Self assessment

The service had not been asked to complete a self assessment in advance of the inspection. We discussed their own improvement plans and quality assurance systems which identified their priorities for development and how they were monitoring of the quality of the provision within the service.

## From this inspection we graded this service as:

<b>Quality of care and support</b>	6 - Excellent
<b>Quality of environment</b>	not assessed
<b>Quality of staffing</b>	5 - Very Good
<b>Quality of management and leadership</b>	not assessed

## What the service does well

Children experienced secure, trusting relationships and enjoyed caring interactions with staff who were able to support and engage them in positive conversations. Staff were very attuned to children, showing sensitivity, understanding and respect which helped children feel safe and comfortable.

Individual interests of young people were promoted and nurtured including community based activities where children took part in local events, joining clubs and accessing activity camps.

Staff helped children to manage their relationships, giving them direction and support. They worked hard to ensure that children enjoyed 'me time' where they developed self-esteem and confidence, which made a significant difference to the wellbeing of specific children. Newer children were building their relationships with peers and staff and a warm and welcoming approach supported children to feel part of the group.

Staff knew the children as individuals, showing understanding of personalities and preferences. They knew their triggers and used strategies to help them manage their behaviour.

The extensive campus was well used to provide physical fitness and stimulating activities which the children enjoyed.

The vision for the future of the service included further enhancements to the vocation learning of children and young people.

The food provided was nutritious, attractively presented and enjoyed by the children. Meal times provided a social opportunity where people could be part of the larger group or more private situation depending on their needs and wishes.

Strong advocacy support was provided through 'Who Cares', who met regularly with children and supported them to raise any issues.

Child protection issues were well recorded and systems were followed in line with the child protection policy. Staff demonstrated understanding of safeguarding children. The people responsible for managing protection had been trained to a high level and were vigilant in their oversight of child protection issues.

An appropriate medication policy and procedure was in place to ensure that children received medication safely and at the right time.

A thorough resilience assessment laid the foundations for care planning and assessment of risk. Resilience reports gave very good insight into stress factors affecting each young person and strategies to reduce risk. This was further enhanced by genealogies and chronologies which helped to identify early childhood trauma and gave staff an understanding of the relationship gaps for children.

Parents and children were involved in the development of plans and we saw innovative practice in helping children to access their plans. There were effective systems for the evaluating children's progress and identification of next steps. We found examples of very positive outcomes and experiences as a result of planning for the emotional wellbeing of young people such as stress and anxiety and promoting resilience.

The service used external services such as CAHMS, speech and language therapist, music therapist and child psychotherapists to further enhance the therapeutic services on offer.

The ethos of the service and positive team spirit reflected throughout the inspection was very encouraging. Some staff reported increased feelings of stability within their team and felt a greater sense of purpose in developing the service. Most staff commented positively and clearly enjoyed their work with the children.

Staff were committed to a compassionate and respectful approach with children. They spoke positively about the children and were kind and caring. Children told us they like the staff and had very good relationships.

There had been some staff turnover within the past year at both management and main grade level. Within this there had been opportunities for career pathways. A new assessment and planning team had been created, providing benefits in producing high quality assessments within a robust assessment framework.

Newer staff were progressing through a very robust induction programme which included a range of essential core training. We heard of very positive plans to develop the range of training delivery to include a wider e-learning programme. There was a very good variety of skills and experience across the team and staff benefited from peer support in cascading knowledge and role modelling good practice.

Formal supervision occurred frequently and was reflective and supportive. Where staff needed additional support to improve performance, well-structured and considered plans were in place.

Staff received a good balance of training opportunities through mandatory and optional training. The annual appraisal system fed into the training plan enhancing staff skills. Core training such as crisis and aggression limitation and management (CALM), fire training and child protection were in place.

Team meetings were regular and there were effective systems of communication.

Staff could refer to a wide range of policy and procedural guidance ensuring organisation's standards were maintained.

We saw that disciplinary matters were managed effectively and good practice guidelines were followed at a service level, with managers being aware of the reporting responsibilities to the Care Inspectorate, Scottish Social Services Council and equivalent professional registration bodies.

All staff members were registered with the Scottish Social Services Council and arrangements were in place for staff with training conditions on their registration to meet these within agreed timescales.

## What the service could do better

On the whole medication was managed effectively. Whilst we did not find negative outcomes in administering medication we identified areas where processes could be improved. During feedback the head of care committed to carrying this forward. We have identified this as an area for improvement. **See recommendation 1**

Whilst the service has a thorough approach to recording and analysing safe holds, and has reported these on an annual basis, each safe hold has not been individually reported to the Care Inspectorate, which is contrary to notification guidance. **See recommendation 2.**

Not all staff were aware of the service development plan or how they contributed towards this. Some staff expressed feelings of uncertainty and insecurity relating to proposed upcoming rota changes. We suggested that managers should explore further avenues of gathering feedback from staff and promote further participation.

The new assessment and planning team had been created. We could see the benefits of this role in producing high quality assessments within a robust assessment framework. We assessed, however, that there needed to be more work done to fully embed staff understanding about this role and the important part all staff play in assessment.

Team meetings were regular and there were effective systems of communication. Some meeting records could be developed further to ensure identified actions are completed or followed up where necessary.

We saw some evidence that children play a minor role in staff recruitment. We suggested that they could consider further ways to include children in a meaningful way.

## Requirements

**Number of requirements:** 0

## Recommendations

**Number of recommendations:** 2

1. The provider should ensure that administration of medication meets current best practice guidelines. This is to ensure care and support is consistent with the Health and Social Care Standards which state that; "Any treatment or intervention I receive is safe and effective" (HSCS 1.24).
2. The provider should develop a system to ensure that incidents are notified to the Care Inspectorate in line with reporting guidelines. This is to ensure care and support is consistent with the Health and Social Care Standards which state that; "I experience high quality care and support based on relevant evidence, guidance and best practice" (HSCS 4.11).

## Complaints

There have been no complaints upheld since the last inspection. Details of any older upheld complaints are published at [www.careinspectorate.com](http://www.careinspectorate.com).

## Inspection and grading history

Date	Type	Gradings
16 Mar 2017	Unannounced	Care and support 6 - Excellent Environment Not assessed Staffing 6 - Excellent Management and leadership Not assessed
31 Mar 2016	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
24 Mar 2015	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
5 Nov 2014	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
25 Mar 2014	Announced (short notice)	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
26 Nov 2013	Unannounced	Care and support 6 - Excellent Environment 6 - Excellent Staffing 6 - Excellent Management and leadership 6 - Excellent
16 Nov 2012	Unannounced	Care and support 6 - Excellent

Date	Type	Gradings	
		Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 6 - Excellent
9 Mar 2012	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 5 - Very good Not assessed
25 May 2011	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 5 - Very good Not assessed
26 Jan 2011	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 5 - Very good Not assessed
23 Jun 2010	Announced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 5 - Very good 5 - Very good
29 Jan 2010	Unannounced	Care and support Environment Staffing Management and leadership	6 - Excellent Not assessed 5 - Very good Not assessed
4 Mar 2009	Unannounced	Care and support Environment Staffing Management and leadership	Not assessed Not assessed 5 - Very good Not assessed
5 Nov 2008	Announced	Care and support Environment Staffing Management and leadership	6 - Excellent 6 - Excellent 5 - Very good 5 - Very good

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