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CHILDREN'S HOMES · 27 POLICIES

Full Policy Library

27 editable Word policy templates in one download

- Safeguarding & protection
- Care & children's experience
- Staffing & safer recruitment
- Records, rights, health & safety



Children's Homes (England) Regulations 2015 · Last reviewed November 2026

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Full Policy Library (27 children's home policies)

What's in the full version

- Safeguarding and Child Protection Policy
- Missing from Care Policy
- Complex and Contextual Safeguarding Policy
- Anti-Bullying Policy (including cyberbullying)
- Surveillance and Monitoring Policy
- Restrictive Practice and Physical Intervention Policy
- Positive Behaviour Support Policy
- Admissions, Matching and Emergency Admissions Policy
- Contact, Family Time and Communications Policy (new)
- Education and Learning Policy (new)
- Health and Wellbeing Policy (new)
- Children's Views, Participation and Advocacy Policy (new)
- Visitors to the Home Policy
- Complaints and Representations Policy
- Safer Recruitment Policy
- Staff Employment Policy
- Disciplinary Procedure
- Speaking Up (Whistleblowing) Policy
- Staff Mobile Phone and Device Policy
- Professional Boundaries Policy
- Lone Working Policy
- Records and Record-keeping Procedure
- Data Protection (UK GDPR) Policy
- Equality, Diversity and Inclusion Policy
- Medication Policy
- Fire Safety and Evacuation Policy
- Health and Safety Policy

Pages in this sample

– Contact, Family Time and Communications Policy (page 2)
– Education and Learning Policy (page 2)

Promoting contact

- Contact arrangements are set out in each child's placement plan, and staff know what they are.
- Staff help with practical arrangements, such as transport, a welcoming space and support before and after contact.
- Children's wishes about contact are listened to and shared with their social worker.
- Staff record contact and how the child seemed afterwards, factually and in the child's record.

Private meetings and communication

Regulation 22 requires suitable facilities for children to meet privately at any reasonable time with parents, friends, relatives and others listed in regulation 22(1), including their solicitor or advocate, Cafcass officer, social worker, a person authorised by Ofsted, an independent visitor and the regulation 44 independent person.

Children have access at all reasonable times to a telephone to make and receive calls in private, and to send and receive post, and email if facilities are provided, in private, without asking staff (regulation 22(3)). A disabled child is given the aids and equipment they need to communicate (regulation 22(4)).

Facility	Where / how in our home
Private meeting space	[ ]
Private telephone access	[ ]
Post and email	[ ]
Communication aids	[ ]

Restricting contact or communication

Contact and communication must never be restricted as a punishment (regulation 19(2)(c)).

The registered person may impose conditions, prohibitions or restrictions on a child's contact or communications only if it's necessary to safeguard or promote the child's welfare (regulation 22(5)), and only if the placing authority consents, or, in an emergency, full details are given to the placing authority within 24 hours (regulation 22(6)). Any court requirements about contact always apply (regulation 22(7)).

- The reason, the restriction, who agreed it and when it will be reviewed are recorded (Appendix A).
- The child is told what the restriction is and why, in a way they understand, and how to complain.
- Restrictions are reviewed at least [weekly] and lifted as soon as they are no longer needed.

Online contact and phones

[How children use mobile phones and the internet in the home, how staff help children stay safe online, and how any safety measures are kept proportionate and agreed in plans. Link to your Surveillance and Monitoring Policy if relevant.]

Monitoring and review

The registered manager checks that this policy is followed through supervision, audits of records and feedback from children, families and professionals. Learning is fed into the home's regulation 45 review of quality of care.

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What staff do

- Help each child achieve the education and training targets in their plans, including their personal education plan (PEP).
- Support learning at home: a quiet place to study, help with homework and independent study skills.
- Understand each child's barriers to learning and act to help overcome them.
- Help children see the value of education, training and work, and promote informal learning through everyday life and activities.
- Keep in regular contact with each child's school or college and placing authority.
- Raise any need for further assessment or specialist provision with the school and placing authority.
- Help children attend in line with their plans, and celebrate effort and achievement.

Guidance: These points follow regulation 8(2). Add the specific things your home does, such as school runs, reading time or tutors.

Equipment and resources

Each child has access to the equipment, facilities and resources they need for learning (regulation 8(2)(b)): [e.g. desk, books, stationery, laptop and internet access, uniform].

When a child isn't in school

- If a child is excluded or of compulsory school age but not attending, staff help them access education and training support during that time and to return as soon as possible (regulation 8(2)(a)(viii)).
- Non-attendance is followed up the same day with the school and recorded.
- A structured daytime routine with learning activities is in place on days a child is not in school.
- Persistent non-attendance is raised with the placing authority and virtual school, and considered in the child's plans.

Older children

Staff help children above compulsory school age to take part in further education, training or employment and to prepare for their future (regulation 8(2)(a)(ix)), for example by supporting college applications, careers advice and work experience.

Recording and oversight

Attendance, achievements and concerns are recorded in each child's records and shared at reviews. The registered manager reviews education progress for every child at least [monthly] and includes it in the regulation 45 review.

Monitoring and review

The registered manager checks that this policy is followed through supervision, audits of records and feedback from children, families and professionals. Learning is fed into the home's regulation 45 review of quality of care.

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