



Barnfield Lodge

Statement of Purpose and Function

To find out more please visit www.acorneducationandcare.co.uk
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Barnfield Lodge
SC398480

**ACORN EDUCATION
AND CARE**

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1. QUALITY AND PURPOSE OF CARE

Barnfield Lodge is registered to provide care and accommodation for up to 5 young people, including both males and females up to the age of 18.

Currently, the home consists of both males and females between the ages of 13 and 16.

The home's registration specifies that the home may provide care and accommodation for young people with emotional and/or behavioural difficulties. The home specialises in children who have experienced Complex Trauma, and who may have experienced abuse (neglect, emotional, physical, or sexual) from any early age.



Barnfield Lodge is located at the foothills of The Wrekin, overlooking the market town of Wellington, Telford, in the County of Shropshire. Although situated in a residential street, its elevated position affords it privacy from neighbours and a substantial back and side garden for the children to play.

The 7 bedded home (registered to accommodate 5 Children) has an estimated market value of £500 000, benefitting from 2 living rooms, a games room, modern family kitchen and a separate dining room that seats 10 people.

The home has been an operational Children's Home since 2002, and during this time has had a number of extensions, adaptations, and modifications to ensure it meets the needs of our residents and to comply with Health and Safety Regulations. Despite these structural and internal developments; the home maintains the original rustic look of an impressive Shropshire home, with exposed brick walls and wooden beams giving the home plenty of character.

Each child has their own personalised bedroom on the first floor of the building, and access to a shared bathroom and an additional shower-room. There are also 2 'sleep-in' rooms for the staff. Bedrooms all contain fitted or standing wardrobes, bedside cabinets, a set of drawers and desk.

The home has a large collection of books, toys, board games, DVD's and arts and craft materials; and an emphasis is placed on communal activities and group playing. This is further supported by the outdoor space, where we have a sunken trampoline, table tennis table, climbing frame and swing set as well as numerous outdoor games. A large paddling pool and barbeque are well used throughout the summer months.

The young people and staff completed their own mini project which was to create a memorial/peace garden within the home. Vegetable pots and tyres are also used to grow our own vegetables and herbs.

The home has access to 4 cars, these are used to transport all the young people to and from school, out and about on activities and holidays, as well as to facilitate contacts with families and friends.

The home has an annual development plan, which primarily focuses on the continual development and improvement of the environment. We constantly strive to improve the look and feel of the home for both the young people and staff. This is done through decoration,

new facilities and updating/modernising what we already have to offer.

The home is a 5-minute walk to the nearest shop and recreational park, and a further 5 minutes' walk into the centre of the town; which has numerous shops and cafes. There are an abundance of clubs and activities on our doorstep.

A 10-minute drive will see you at Telford Town Centre, with its modern shopping centre, large town park, 2 Cinema's, Bowling Alley, and Ice Rink.

Slightly further afield are Shrewsbury, Wolverhampton and Stafford, which offer all of the above and more.

The home completes an annual 'Location of Premise Review'. This document includes a Risk Assessment of the area, which is completed through consultation with key local agencies.

Within this document we also provide a comprehensive review of local amenities, including schools, health services, places of worship, transport links and clubs.

Pictures



Dining room



Big Lounge





Kitchen



Games room

Small lounge



Range of needs of the children we can accommodate here.

Here at Barnfield, we believe every young person has the right to achieve their true potential. We provide a range of high-quality services for our children and young people where all needs including educational and therapeutic are met.

The home has both experience and good knowledge of the following;

- Children with a history of trauma and abuse
- Children with emotional and behaviour difficulties
- Children with a diagnosis of ADHD, ASD and ODD
- Children with a history of attachment disorder and difficulty forming and maintaining relationships
- Children with a history of non-school attendance and underachievement within education
- Children who display aggressive and risk-taking behaviours
- Children with low self-esteem and self-concept
- Children who present self-harming behaviours
- Children who may present sexualised or sexual harmful behaviours

The home adopts a multi-agency, child-centred approach working closely with professionals like educational staff, clinical services, Local Authorities etc. to best support the needs of the children and young people to enable them to reach their true potential.

Ethos of the home

The homes underlying ethos is that we have high expectations that all our children can achieve the very best in life. They are treated as an individual, and their journey with us will be carefully

planned and supported in line with their own specific needs and aspirations. Although our expectations are always high, any aims are always achievable and allow the child to make positive progressive steps through life.

The overall objective is to create a fun-filled, opportunistic, resourceful, and supportive environment to allow every young person to reach their full potential.

Core values

The home has its own set of Core Values. These are the values that we all agree are fundamental to the Barnfield Family. The core values include;

Develop (educationally and socially)

Fun (Barnfield is a happy home where children enjoy living and staff enjoy working)

Respect (Children and staff are accepting, tolerant and non-judgemental)

Positive Communication (we talk, and we listen, we discuss issues, and speak about how we feel)

Feel Safe (the home is a safe environment, and everyone within it should feel safe together)

The home's current vision is:

1. Staff development.
2. Young people to be involved in their care planning.
3. A productive environment where staff feel valued and appreciated.
4. A family environment where young people have lots of opportunities to maximise positive outcomes.

Responsible bodies

Registered Manager – Sarah Tatton sarah.tatton@acorneducationandcare.com

Responsible individual – Mark Duckers – mark.duckers@acorneducationandcare.com

Hillcrest Shifnal School

Lamledge lane

Shifnal

Shropshire

TF11 8SD

01952 468220

Ofsted contact details

OFSTED,

Piccadilly

Gatestore street

Manchester

M1 2WD

Tel – 0300 1231231 Email – enquiries@ofsted.gov.uk

Cultural, linguistic and religious needs of children

The religions and cultural needs of all young people at Barnfield Lodge will be fully respected and embraced throughout their time here. Arrangements will be made to ensure these needs are met, regardless of the extent of these needs, whether they be dietary requirements or a place of worship. Information around different religions and cultures will be available for all children and young people. Equality and differences are embraced and celebrated here at Barnfield.

Home's policy and approach to consulting children about the quality of their care

The children's and young people's views, wishes and feelings are always encouraged at Barnfield. They have the opportunity to contribute to their plans in many ways. These include;

- Menu choices
- Activity choices
- Comments, compliments, or complaints
- All young people have a '*my views, wishes and feelings*' book that they complete on a weekly basis. The questions in these books vary week by week to encourage more elicited responses. On the last week of every month, the young people are encouraged to write down an agenda of things they wish to discuss/request in a 'Family Meeting.'
- The young people are consulted regularly through keyworkings in regards to their personal plans, such as, placement plans, care plans, Individual Support Plans, LAC and PEP reviews etc.

Complaints/point of contact

The young people are aware that they can approach the staff or homes manager at any time to discuss any concerns they may have.

When a young person moves into the home they are provided with a copy of the home's Children's guide. Within this is information of how to make a complaint if they feel they are unhappy with something. The young person's relatives or referring agencies are also encouraged to discuss any concerns at the earliest opportunity with a member of staff, who will do their best to resolve the matter or seek further support.

If the individual is not satisfied with the response or feels they would like to escalate the complaint, then they can escalate to the head of service. The head of service is responsible for the local operation of the complaints procedure.

Registered Manager– Sarah Tatton
Responsible individual – Mark Duckers

The Registered provider is Outcomes first group Ltd
Atria
Spa Road,
Bolton, B1 4AG

The CEO David Leatherbarrow
Tel - 01204 522667

Accessing the home's child protection policies or the behaviour management policies.

Organisational policies and procedures including the missing child policy are accessible to all staff on the company secured group resource portal.

The designated safeguarding officer is – Sarah Tatton and Mark Duckers.

The local safeguarding board is – Telford and Wrekin Family Connect.

If you think a young person is in immediate danger, call 999.

If a child is at risk or in significant harm call First Response on 0800 1313126

Opening hours; Monday – Thursday 8.30am – 5.00pm Friday 8.30am - 4.30pm

Out of hours please call – Emergency duty services 0345 6042886

In the event of a safeguarding incident, the home's Manager will report to relevant people. However, if the incident involves or concerns the home's Manager then this will be referred to the Responsible Individual, this being Mark Duckers.

Details of how to report allegations or safeguarding are in the home's policies and procedures and flow charts.

Telford and Wrekin Family Connect; familyconnect@telford.gov.uk

Responsible Individual and Safeguard Lead-

Mark Duckers (mark.duckers@acorneducationandcare.com)

Chief Executive Officer - David Leatherbarrow (david.leatherbarrow@ofgl.co.uk)

Chief Financial Officer – Jean-Luc Janet (jean-luc.janet@ofgl.co.uk)

Commercial Director – Richard Cooke (Richard.cooke@ofgl.co.uk)

Managing Director of Children's Services – Richard Power (Richard.power@ofgl.co.uk)

The company does not tolerate bullying and stipulates that all children and young people should be protected against this. The company operates within an anti-oppressive childcare model and bullying is regularly educated against, to prevent its occurrence within the home.

2. ENGAGING WITH THE WIDER SYSTEM

Barnfield works within a multi-agency network utilising a child-centred approach. The purpose of this multi-agency approach is to ensure that all needs are met for the children and young people. The home maintains effective and professional working relationships with the Local Authorities, Health Professionals, Clinicians, and all other organisations involved in the children and young people's care. When necessary, the home will challenge placing authorities to ensure outcomes of the children are met.

3. VIEWS, WISHES AND FEELINGS

- A) Anti discriminatory practice in respect of children and their families; and
- B) Children's rights

Barnfield Lodge and Outcomes First Group are committed to equal opportunities and anti-discriminative practice. This relates to staff and the children/young people in their care. We encourage open discussion through individual and group sessions where staff model a respectful and equal environment. The language used by the staff is appropriate to the age and culture of the young people.

Children have the right to raise complaints in regards to their own care and all those involved in their lives. Barnfield Lodge follows Outcomes First Group policies and procedures regards to complaints made and these are dealt with within a timely manner.

The home upholds the values set out in The United Nation's Convention on the Rights of the Child (UNCRC), which is a comprehensive, internationally binding agreement on the rights of children. The UNCRC is the most widely ratified international human rights instrument. Since the treaty came into force in 1991, every child in the UK has been entitled to over 40 specific rights. The different rights are not ranked in order of importance; instead, they interact with one another to form dynamic parts of an integrated unit.

These include:

- The right to life, survival and development
- The right to have their views respected and to have their best interests always

- considered
- The right to a name and nationality, freedom of expression and access to information concerning them
- The right to live in a family environment or alternative care and to have contact with both parents if possible
- Health and welfare rights - including rights for disabled children - the right to health and health care and social security.
- The right to education, leisure, culture, and the arts
- Special protection for refugee children, children in the juvenile justice system, children deprived of their liberty and children suffering economic, sexual, or other forms of exploitation

These rights are integrated into all aspects of the home and the care we provide.

4. EDUCATION

Barnfield Lodge is part of an organisation that has its own SEMH Education provisions.

Set in 28 acres of beautiful Shropshire countryside, Hillcrest Shifnal School is a purpose-built school offering access to high-quality education and dedicated facilities for specialist subjects including science, art, design and technology, food technology and music.

Hillcrest Shifnal school is where most of the young people attend. It is approximately a 15-minute drive from the home and is a highly successful DfE-registered independent day special school for children and young people. Rated GOOD at their Ofsted Inspection in October 2022.

The school provides individualised education programmes and access to National Curriculum as well as offering nationally accredited courses such as GCSE, AQA Entry Level Certificates and Units, ASDAN, CLAIT and BTEC Vocational Skills qualifications.

The school divides the teaching year into eight terms of similar length with frequent breaks, to help the students to stay focused on their learning. At Hillcrest Shifnal School, it is



believed that education should be delivered in a way that is most appropriate and most conducive to the individual learning needs of the students. Many students arrive having experienced multiple placement breakdowns and with little experience of formal education, and as such they offer both intensive and small group teaching.

Ensuring each child is in the most appropriate education setting is paramount.

Keyworkers are identified to support each child; this will include attending meetings on a regular basis with tutors to discuss their development within the school. Attainment targets are achievable with the correct help and support in place by education and care staff collaborating.

Barnfield Lodge will work closely with the school the young person attends and staff will attend SEN and PEP meetings as well as supporting the young person with school attendance and homework.

The arrangements for enabling children to take part in and benefit from a variety of activities that meet their needs and develop/reflect their creative, intellectual, physical and social interests/skills.

Once the young person has settled into the home they will be asked about their hobbies and interests and devise a plan of activities they would like to participate in. The home strives on supporting young people to join clubs within the local community. The weekly 'Views, wishes and feelings' book that is completed on a weekly basis gives them opportunity to request certain activities. Some of the community clubs in the area may include, cadets, football, rugby, scouts, cubs, brownies, swimming, rock climbing, skiing, ice skating etc. There are also local trampoline parks, go kart tracks, cinema, and local rural walks. Barnfield Lodge aspires to build up the confidence, self-esteem, and self-worth of our young people and therefore clubs are encouraged.

Staff support the young people to be able to join the clubs in the community this includes their travel there and any specialist items of clothing or equipment they may need.

5. ENJOYMENT AND ACHIEVEMENT

Barnfield Lodge encourages children and young people to participate in their hobbies and interests. All young people are encouraged to join community groups and attend other activities that promotes health and wellbeing. The home also provides a range of activities within the home and around the extensive grounds. Barnfield focuses on young people enjoying and achieving and covers all areas to develop and reflect their creative, intellectual, physical and social interests.



6. HEALTH

A) Details of the qualification and professional supervision of the staff involved in providing any healthcare or therapy

B) Information about how the effectiveness of any healthcare or therapy provided is measured, the evidence demonstrating effectiveness and details of how the information or the evidence can be accessed.

Barnfield Lodge is supported by the in-house clinical team that provides therapy and/or assessment based upon each child's individual needs in line with the Wellbeing Rainbow Strategy Model (As seen in Appendix C). The Wellbeing Rainbow Strategy Model offers holistic therapeutic care for all of our children and incorporates a three-tiered model of support which informs the well-being and clinical offer. The three tiers follow a continuum of intensity support from Universal, Enhanced to Specialised.

Information gathered during an initial assessment within the first month of placement will inform the level of clinical support required for the child. The core practise model for understanding the children in our care is the complex trauma model. This model ensures the needs of the children are addressed in a holistic manner and considers each child's presenting needs and strengths.

Members of the clinical team receive supervision from the Clinical Lead and/or from an appropriate qualified external professional. The Clinical Lead receives supervision from the Head of Governance and Clinical Services.

7. POSITIVE RELATIONSHIPS

Staff are experienced, trained and supported on an ongoing basis to help them work with traumatised children with a variety of presenting behaviours.

The staff use a therapeutic approach and consider how the child may view themselves, the world and those around them (their internal working model) in order to interpret, manage and contain behaviours that may emerge. They utilise the principles of therapeutic parenting PACE model (Playfulness, Acceptance, Curiosity and Empathy) to understand and interact with the children ensuring they remain empathetic and accepting of the child regardless of

any challenges they may present.

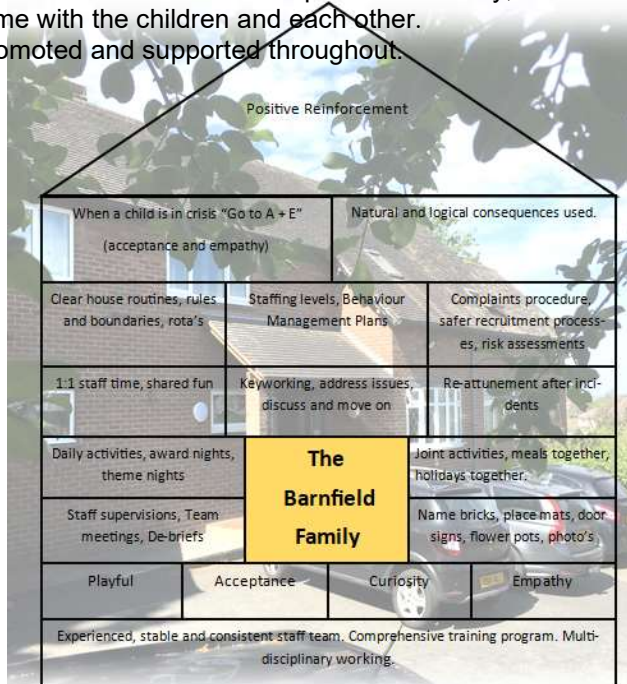
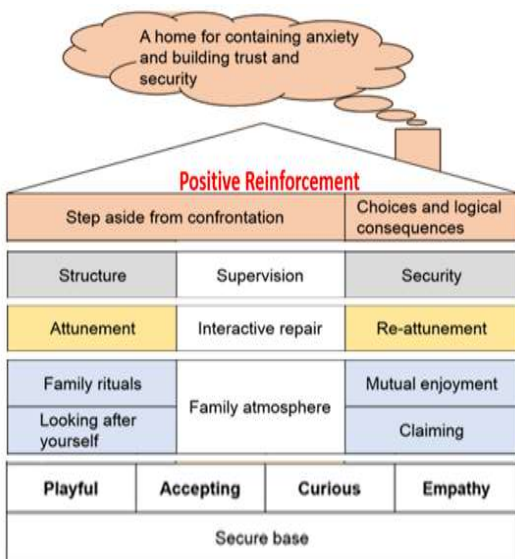
This therapeutic parenting initially focusses on developing safety and containment for the child; a child feeling safe is an essential pre-condition for new relationships to be explored, attachments developed and engagement in therapeutic and educational tasks.

The team develop and maintain a safe and secure base for all the children living at the home; the importance of the therapeutic value of the environment is recognised and an emphasis is placed on creating a child centred nurturing home with clear, reliable, and predictable routines and boundaries.

We agree that a family environment is clearly the ideal setting for any child, however we recognise that some children truly benefit from what a Children's Home can offer, with a wider set of adults providing the care, we are often able to succeed where a more 'traditional' family setting can not. We have the flexibility of supporting each other, rest days, dedicated and uninterrupted care and supervision, while the children - who may struggle to accept that they are no longer in the care of their parents - do not have the immediate pressures of attaching to new 'parents'.

Over recent years the home has made a conscious effort to integrate our therapeutic approach, Core Values and this belief that a Children's Home should not be seen as inferior to the other care options available; and this has accumulated in what we refer to as 'The Barnfield Family.'

Unquestionably an unconventional family, but a family nonetheless; The Barnfield Family is a culture, a 'feel' and an identity that we are proud of. We want all the children living here to be happy and to feel part of this family, likewise; we want all the staff to feel part of this family; to enjoy coming to work, and to enjoy spending time with the children and each other. Positive contacts with family and friends are promoted and supported throughout.



8. THE PROTECTION OF YOUNG PEOPLE

A description of the homes approach to the monitoring and surveillance of children

The children at Barnfield Lodge are usually placed 1-1 staffing ratio, however this maybe increased 2-1 if deemed necessary to keep the young person safe.

Door alarms are fitted on the young people's bedrooms however these are not always used unless it is deemed appropriate or to keep the young person or others safe. This would be individual needs/risk assessed and permission would be gained from the child's social worker or parent.

The homes approach to behavioural support including information about:

A) The homes approach in relation to children

B) How persons working in the home are trained in physical intervention and how their competence is assessed

Barnfield Lodge provides a high standard of individual behaviour management support. Our young people are actively encouraged to participate within their behaviour support profiles, respecting their choices, wishes and experiences. All staff within the home are trained in CPI (Crisis Prevention Institute) Safety Intervention Foundation level training. This training incorporates trauma-informed and person-centred approaches. With focus on prevention through de-escalation techniques through to non-restrictive and restrictive intervention. If a child in the home demonstrates increased extreme risk behaviours the home can increase this training to the Advanced/ emergency training level, this is assessed through behavioural observations and assessment of risk and tailored to the individual needs of the child. This will be refreshed every 12 months as part of our mandatory training package.

Physical Interventions will always be used as a last resort and will only be used to ensure safety. The children are fully supported following any incident of physical intervention, with debriefs, reattunement of relationships and medical attention offered.

9. LEADERSHIP AND MANAGEMENT

Barnfield Lodge has a manager that inspires and models a positive culture for the staff and young people. The home uses good monitoring and reviewing systems to make continuous improvements.

The Barnfield Lodge staff team are supported by the Outcomes First Group 'Learning and Talent Team'. This ensures the staff team have access to a comprehensive training package that equips them with up-to-date knowledge, theory and best practise throughout their career with us. All training courses are current and meet all essential legislation and regulatory reforms.

Our training is bespoke in order to meet the homes needs and that of the children. Staff will engage in an initial induction programme, and this training is refreshed and updated as required (See appendices for induction overview). The training provided to all our staff involve a combination of face-to-face courses delivered by the Learning and Talent Team, external training providers and our own Clinical Team, as well as a comprehensive on-line learning package.

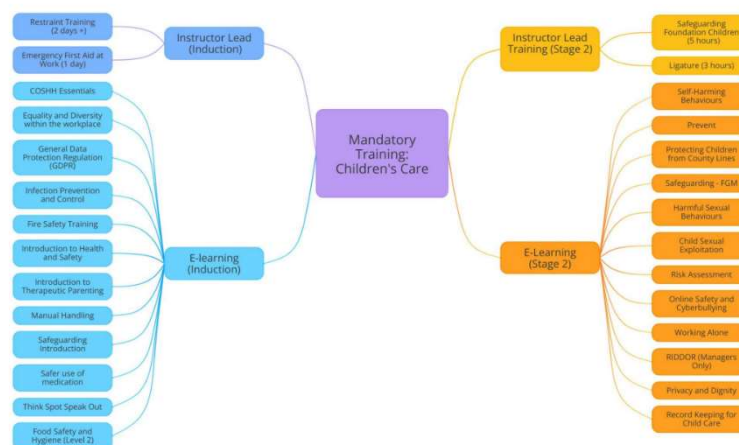
All staff receive regular, individual supervision sessions with their line manager. Opportunities exist within these sessions to discuss all areas of their job role.

Objectives are set within this forum and monitored at their next supervision. Each staff member

has an annual Professional Development Review (PDR) which focusses on their individual training and career development needs.

Debriefs and Reflective Practise are an integral part of the home and staff teams' constant development. Daily debriefs are held and recorded, and bi-weekly Team Meetings are utilised to facilitate Reflective Practise. Here current work practises and behaviour management strategies form the focus of discussion, with the staff team sharing ideas, successes or learning opportunities to reshape our collective practise to allow for constant innovation and growth in what we do.

Mandatory Training Overview – Child Care



The home has robust systems in place in regard to reflective practice and models of practice to improve the young people's outcomes.

The team comprises of 12 members of staff; a Registered Manager, a Deputy Manager, a Team Leader with Deputising responsibilities, 2 Team Leaders and 7 TSWs. The team has a combined total of over 80 years' experience working within a Residential Child Care setting.

The team has a well-balanced mix of male and female members, of varying age, and who have a vast range of different experiences and interests. We recognise the importance of being role models to the children and this is supported by the diversity within our team.

Members of the team have experience in Education, tutoring at a local College and training provider, a Deputy Manager in an Early Years Nursery, a Senior Science Technician at a local High School, and a Teaching Assistant. Staff have also previously been employed as a Youth Worker, Lifeguard, Activity Coach and Leader, Gym Instructor and Karate Instructor. Other staff have backgrounds in Adult Care and as Prison Officers.

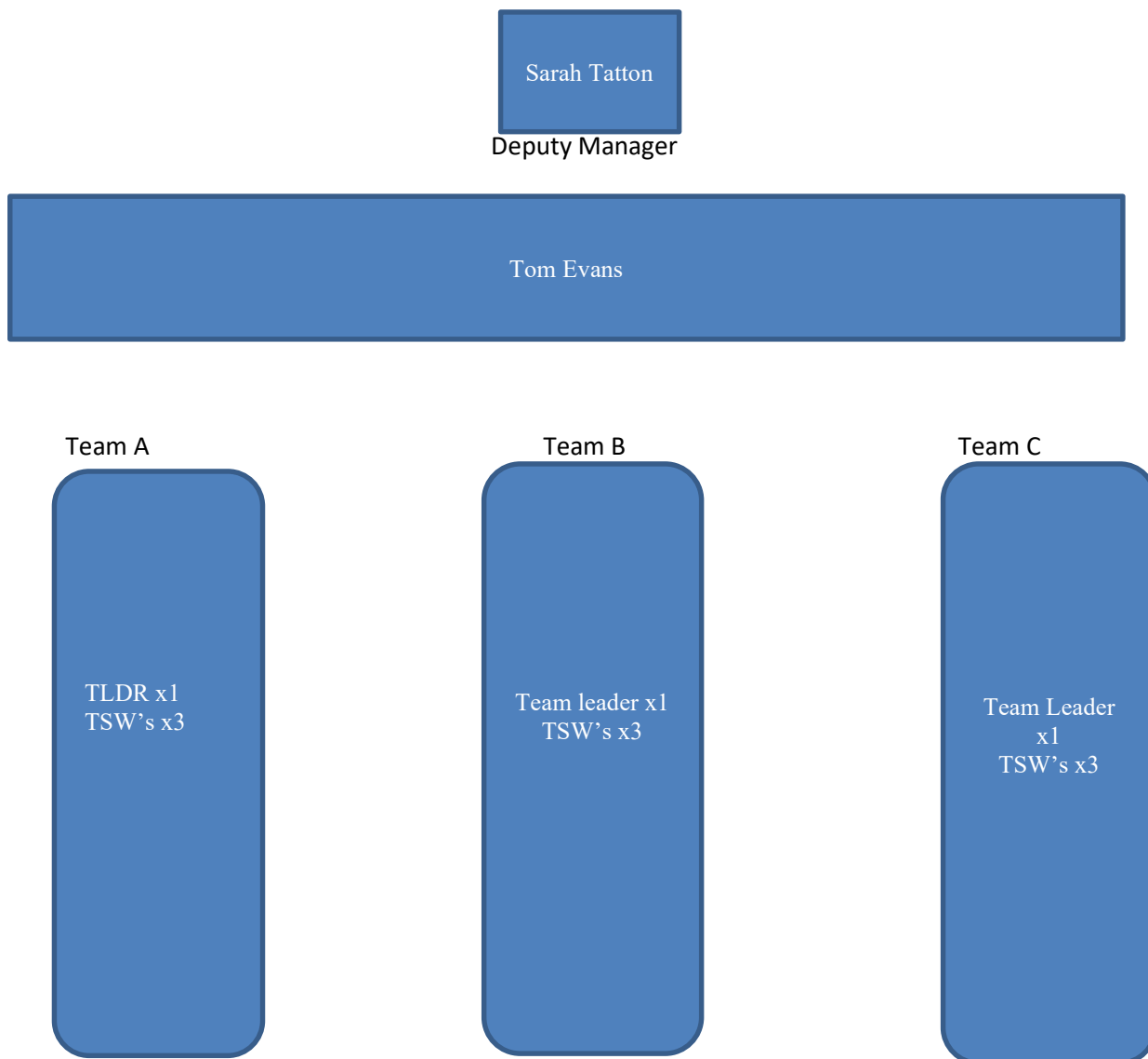
Collectively the team have Honour Degrees in; Psychology, Applied Sport Psychology, Childhood Studies, Interior Textiles, Sport and Exercise Science, and Sociology.

Other qualifications within the team include; Postgraduate Certificate in Education (PGCE), Higher National Certificate in Education (HNC), NARS Lifeguard Certificate, IOSH, and NCFE Lv1,2 and 3 - Supporting Learning in the class room.

In addition to all of the above our team hold a variety of Diploma and NVQ qualifications that include; Youth Work, Preschool Practise, Exercise and Fitness Development, Catering and Hospitality, Personal Trainer, Gym Instructor, and Care of Individuals in the Custodial Environment.

Barnfield Lodge typical staff structure

Registered Manager



10. CARE PLANNING

Any criteria used for admission of children to the home, including any policies and procedures for emergency admissions.

All referrals to the home are subject to an impact/ matching risk assessment. This assesses whether the home is the right placement for their individual needs and Care Plan, as well as focussing on the impact they will have on the current residents, and what impact the current residents will have on them. Ensuring that all our children are kept safe and are given every opportunity to thrive is paramount, and this assessment at referral stage is key to achieving this.

Wherever possible, all new referrals will be visited by members of the staff team and have the opportunity to visit the home themselves. A Children's Guide will be presented to all new children at this stage, and any questions and anxieties listened to and addressed.

The home is aware of the importance of carefully planned transitions, but does recognise that this is not always possible. We have experience of admitting emergency placements, and have a procedure in place to ensure these difficult transitions are managed as effectively as

possible.

Emergency admissions

Barnfield Lodge will consider emergency placements subject to an appropriate Impact Risk assessment being completed, and sufficient information is shared from placing authority. Staff are aware and trained in emergency placements and can welcome young people into the home as and when the need arises. In the event of a vacancy, the bedroom is fully refurbished to a high standard and all relevant administrative requirements are in place. The homes manager will make every effort to have phone contact with the young person to have an introduction to the young person if there has not been an opportunity for visits. This may help reduce the possible anxieties of the new young person moving into the home.

Young people in residence are made aware through Keyworking sessions, there may be occasions that a young person maybe placed without full consolation if under emergency circumstances. Staff will consult the current young people as and when this arises.

APPENDIX A: Care and clinical Staff Qualifications and Experience List

Staff member Name	Start date	Job Role	Experience	Qualifications
Sarah Tatton	28.8.18	Registered Manager	Degree in Applied Sport Psychology Postgraduate Certificate in Education (PGCE) Lv3 Personal Trainer Lv2 Gym Instructor	LV3 Diploma in Care for Children and Young People All mandatory training
Thomas Evans	02.07.18	Deputy Manager	Previously worked in Adult Care	LV3 Diploma in Care for Children and Young People All mandatory training
Gail Boden	11.09.17	TLDR	Catering A1 Assessors Award Registered Managers Award	NVQ3 Children and Young people RMA (Registered Manager's Award) A1 Assessor LV3 Diploma in Therapeutic Childcare All mandatory training
Yvonne Spicer	27.11.23	Team Leader	Previous care experience for the company	L3 Residential childcare All mandatory training
Lorraine Davies	11.07.16	TSW	Previously worked as Prison Custody Officer and in the Hospitality Service	LV3 Diploma in Care for Children and Young People All mandatory training

Susan Warner	07.07.14	TSW	Previously a Tutor (College and training provider) Degree in textiles	NVQ3 Caring for Young People and Children LV3 Diploma in Therapeutic Childcare
Aydarus Mohammed	11.08.14	TSW	Degree in Sports Science Diploma in Exercise and Fitness Development Youth Worker Lv2	NVQ3 Caring for Young People and Children All mandatory training
Gareth Lathwood	11.06.18	TSW	Degree in Sport and Exercise Science NARS – Lifeguard qualification Grade 2 Mountaineering IOSH	NVQ3 Caring for Young People and Children All mandatory training
Stewart Holmes	13.11.23	TSW	Previous experience of Fostering	All mandatory training
Ruby Weston	13.11.23	TSW	Diploma in sport First Aid	All mandatory training
Indiana Stickland	12.03.24	TSW	Working towards L4 in residential childcare.	All mandatory training

Appendix B - Wellbeing and Clinical Service

Who Supports the Home and Young People

Wellbeing and Clinical Service support is available for all of our young people, residential teams and school teams, and is provided by a team of clinicians which serve a 'hub' of residential care homes and schools, and includes a range of clinical professionals. Each residential setting's designated clinical support will reflect the strengths and needs of the young people that live within the setting, however additional support can also be accessed from other specialists within the wider clinical services across the group where required. This enables us to be responsive to the needs of an individual throughout their placement with us.

Please find below a list of clinical members of the (clinical service to insert hub name), together with their professional qualifications. These clinicians may support any of the residential settings within the (clinical service to insert hub name):

Athena Hub Clinical Team		
Clinical Employee Name	Job title	Qualifications
Dr Katie Caddick-Eardley	Wellbeing and Clinical Locality Lead and Senior Specialist Educational Psychologist	BSc Hons - Psychology Degree PGCE - Post graduate Certificate in Education QTS - Qualified Teacher Status MSc - Education Psychology Master's Degree DEdPsy – Professional Doctorate in Educational Psychology HCPC - Registration No. PYL00044 AEP Member - Association of Education Psychologists

Michelle Hopkins	Wellbeing and Clinical Services Coordinator and Senior Specialist Art Psychotherapist	BA Hons Art Degree MRCC (level 4- Managing residential children's services) MA Art Psychotherapy HCPC - Registration No. AS13975 BAAT member – British Association of Art Therapy
Dr Linda Sunday	Wellbeing and Clinical Services Coordinator and Drama Psychotherapist	BA Hons Drama and Performance. MA in Dramatherapy PhD in Philosophy HCPC Registration – AS15028
Dr Yuvender Prashar	Wellbeing and Clinical Services Coordinator and Senior Educational Psychologist	BSc Hons (Biomedical Science) MSc (Psychology) Professional Doctorate in Applied Educational and Child Psychology HCPC Registration – PYL35660
Katie Brereton	Occupational Therapist	BSc Hons (Psychology and Sociology) BSc Hons Occupational Therapy HCPC
Joanne Pearson	Psychotherapist	MSc Integrative Psychotherapy Post Graduate Diploma Integrative Psychotherapy Post Graduate Certificate Integrative Psychotherapy BSc (Hons) Psychotherapy BACP Registered Member
Janet French	Drama Psychotherapist	Masters – Drama Therapy
Sarah Baker	Counselling Psychologist	BSc Hons – Psychology City and Guild– Teaching Certificate for Adult Learners

		Masters – Counselling Psychology Post-Masters Diploma – Counselling Psychology HCPC Registration – PYL06692
Helen Sim (contractor)	Contractor - Speech and Language Therapist	BSc Speech Pathology and Therapy
Benjamin Howells	Therapies Assistant	BA Hons- Education Studies Degree MSc- Psychology in Education Degree Current- Pre-clinical Psychotherapy Training
Jasdeep Kaur	Assistant Psychologist	BSc Hons - Psychology & Criminology Degree
Jasmine Hare	Assistant Psychologist	BSc Hons – Psychology with Sociology Degree
Priya Khutan	Assistant Psychologist	BSc Hons - Psychology
<p><i>NB. list is live as of June 2023 – additional employees to be added to reflect expansion and vacancy filling.</i></p>		

Appendix C – Wellbeing Model

How The Home and Young People Are Supported

Our therapeutic offer is informed by the OFG Wellbeing Rainbow; this strategy places wellbeing at the core of everything we do. The rainbow represents a tiered approach to wellbeing support at a multi-professional level:



The overarching red and orange stripes apply to every OFG employee

Wellbeing and Clinical Approach

The yellow stripe represents our core care and education teams, and how they ensure a young person's wellbeing through their nurturing and compassionate approach during every hour of a young person's day. The teams around each young person are trained to have the knowledge and skills to create inclusive communities and cultures which:-

- 1) Consistently deliver trauma informed practice (please see TIP leaflet available at request)
- 2) Use a Neurodivergent Affirmative approach (please see AAD leaflet available at request)
- 3) Adhere to each young person's individual support plan.

Our goal is to create inclusive communities within our residential settings to ensure young people are engaged in their development and increasing independence and have a sense of belonging in their home that will have either a primary focus based in the neurodivergent affirmative approach (Options Autism) or Trauma Informed Practice (Acorn Education and Care). These approaches are seamlessly blended to meet the specific needs of each home's individuals. As part of meeting the needs of individuals, we have developed two core clinically informed strategies – one focused on Autistic/Neurodiverse individuals (Ask, Accept, Develop) and the other focused on those with lived experience of trauma (Trauma Informed Practice principles of Co-reflect, Connect, Co-regulate). Both strategies are based on clinically informed, evidence-based practice and the most up to date research base.

Our homes embed, implement and take ownership of the concepts of AAD and CCC through training and the accreditation process. This allows us to plan, consistently deliver training and monitor best-practice in collaboration with care governance processes. The homes will self-review to identify areas for development. Homes are able to achieve a quality standard assurance rating of Bronze, Silver or Gold according to their current level of delivery. Further information on the AAD and CCC strategies are available on request.

Universal Offer

The green stripe reflects the OFG Universal Offer. This is where the clinical service can support further around the creation and maintenance of a therapeutic environment and staff approach.

The clinical service will facilitate regular 'reflective practice' for the whole care team. These sessions recognise the emotional impact that living with traumatised young people can have on the team members' own sense of emotional and physical wellbeing. Colleagues are supported to express, reflect upon and process their thoughts and feelings in relation to their roles with the young people, their colleagues and of events and incidents. Processing in this way enables the team to continue to provide a milieu which can respond to a child or young person's communications and presenting needs therapeutically.

The clinical service will support residential settings to become TIP and AAD accredited: this may be via contribution to care staff training, offering of supervision to TIP and AAD champions, and monitoring to ensure that TIP and AAD are at the centre of the homes practice.

The clinical service might provide further targeted and bespoke training or resources to the care team at this level.

Enhanced Offer

The blue stripe reflects the OFG Enhanced Offer. This is where the clinical service is involved with individual young people, primarily indirectly, through working closely with the team around the young person to develop a shared understanding their needs. The TIP and AAD approaches are used to inform thinking and practice at this level.

When a young person arrives in our residential settings, an initial assessment will be completed based on the young person's existing paperwork, discussions with, and information gathered from, key adults and the young person's views. This aids the creation of a clinical overview, which includes a formulation, recommendations and agreed targets to work towards. Following the initial clinical overview, the young person may move to the universal or specialist offer.

Multi-disciplinary team meetings, attended by the clinical, residential and education team, are held regularly for all residential young people. The meeting will review the therapeutic care plan, analyse outcome measures, identify what has worked well and consider areas that remain a barrier to the young person's quality of life and achievement. The outcomes of these meetings inform relevant goals for the young people and progress towards meeting them.

At this level of offer, clinicians may also attend other professionals' meetings e.g. 'LAC Reviews'. They will also be involved in supporting the development of that young person's communication profile and sensory profiles, all in line with AAD and TIP approaches.

The enhanced offer may also involve programme led group or individual interventions, co-delivered by supervised members of the clinical service and supporting care or education staff. The clinical service might also supervise or coach care or education staff to deliver specific interventions.

Specialist Offer

The violet stripe represents the most specialist support provided to our most complex young people. This is where clinicians have identified the need for direct involvement with a young person. This will be in addition to involvement described above.

Individual or group-based evidence-based interventions are delivered by our clinicians, who are trained in disciplines which focus on increasing wellbeing through: communication (Speech and Language Therapists); enabling access to/improving independence with functional skills (Occupational Therapists); and mental health (Psychologists and Psychotherapists). Clinicians may need to work closely with clinical colleagues in our local communities and ensure that our young people also access statutory services such as CAMHS as necessary.

Appendix D – Crisis Prevention Institute Safety

All members of the care teams within the home are trained within Crisis Prevention Institute Safety Intervention Foundation level training (CPI).

This first tier training incorporates trauma-informed and person-centred approaches integral to the application of the model. CPI focus on prevention through de-escalation techniques through to non-restrictive and restrictive intervention.

If a child in the home demonstrates increased extreme risk behaviours, the home can increase this training to the advanced and emergency training model highlighted below - this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child. Outcomes First Group (OFG) have set a clear procedure to follow in times where a service feels there is a justified need for Advanced and Emergency Disengagements and/or Holding Skills. This procedure requires services to make an application to the Reducing Restrictive Practices (RRP) Board. CPI will then be commissioned to complete a validation visit and compile a report that is then presented to the board for authorisation.

Each level of training will then be refreshed every 12 months as part of mandatory training. Also covered as part of the training will be the law around physical interventions, including any changes/updates to legislation, (DFES & DOH) and regulations such as the Children’s Homes (England) Regulations.

The CPI ethos is to ensure physical intervention is used as a last resort except in circumstances of immediate risk, threat of danger or serious harm as per company values and legislation. Care teams, where possible, are to communicate to all children before physical intervention is initiated as a possible measure to ensure they remain safe, giving an opportunity to co-regulate. After any physical intervention, this will be revisited to communicate why this was an appropriate measure – for example, to prevent serious harm to themselves or someone else. Relationships can be fractured during any incident, especially those of a physical nature, and an opportunity will be given within a reasonable amount of time for all parties to co-connect and co-reflect, re-attuning the relationship by talking through incidents, via debriefs, key working and/or mediation group work.

OFG is an affiliate member of Crisis Prevention Institute (CPI), and services subscribe to either one of the below Safety Interventions (SI) packages – Foundation, Advanced or Advanced and Emergency. The arena of education also covers residential services and health/human cater to the group’s adult division. The benefits of the CPI model are that it has a tiered approach based on the needs of an individual. CPI has 3 levels - this also sits in line with the organisations well-being model.

Safety Intervention - Foundation™



Table 1: Disengagement

Name & Sequence Market	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)			
								Low	Medium	High	
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Timings (minutes)	90										

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing	
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	
Timings (minutes)	150											

As noted, CPI SI Foundation Training is our core training that all care team adults are trained within, which incorporates trauma informed and person-centred approaches. The programme has a focus on prevention, it also teaches de-escalation skills as well as non-restrictive and restrictive interventions. The programme is Restraint Reduction Network (RRN) certificated training curricula.

Safety Intervention - Advanced™



Table 1: Disengagement

Name & Sequence Market	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)			Neck (high risk)
								Low	Medium	High	
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90							15			

KEY
Green ✓ = Foundation Safety Interventions included
Red x = Skills not included
Yellow ✓ = Advanced Skills included

Table 2: Holding

Name & Sequence Market	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 rd Person	Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor transitions (Slips, Trips and Falls)		Standing to floor transitions (Slips, Trips and Falls)		
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing				Seated	Standing	Standing to Seated	Standing to Seated	Standing to Seated
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	150							30			20		15		35		35		

Safety Intervention – Advanced and Emergency™



KEY

Blue ✓ = Skills included

Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (flights)			Neck (high risk)	Emergency Responses											
								Low	Medium	High		Thumb	Dorsal Hand	Torso	Sternum	Mandibular	Columellar						
Market												Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue	Escape	Rescue
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	90										15	115											

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds			3 rd Person	Advanced Team Interventions (3 staff)	Transitions (3 staff)	Standing to floor transitions (Slips, Trips and Falls)	Standing to floor transitions (Slips, Trips and Falls)	Emergency Team Interventions (3 staff)	Emergency Floor Holding			Seclusion			
	Low	Med	High	Low	Med	High			Seated (Chair)	Seated (Floor)	Standing							Seated	Standing	Standing to Seated	Standing to Seated	Standing to Prone	Supine	Supported Prone
Market																								
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	X	X	X	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Timings (minutes)	150										30	20	15	35	35	35	35	40	50	50	30	30	30	30

CPI SI Advanced or Advanced Emergency programmes are designed for services that support individuals who are more likely to demonstrate more complex or extreme risk behaviours. It provides effective tools and decision-making skills to help staff manage higher risk situations, offering a wider array of verbal and physical intervention options. Both programmes are RRN certificated training curricula and provide Continuing Education Credits (CEC) and Continuing Professional Development (CPD) Credits.

We have a dedicated restraint reduction team who oversee and govern the use of restrictive physical intervention and how it can be reduced. While all our services are trained in foundation CPI, if a child or home required additional interventions, this will be assessed by the RRN team, present to the RRN board for agreement and advanced and emergency methods can be trained and risk assessed based on individual need only.

Appendix E – Outcomes First Group

Who are we?

In 2016, NFA Group combined forces with Acorn Education and Care to create the UK's leading and largest Children's care provider. With over 2 decades of experience

and a positive reputation as a specialist, multi-divisional organisation, the NFA Group provided high-quality Education, Care and Fostering services to vulnerable children and young people, offering them a safe and nurturing environment in which to learn, grow and succeed.

2019 saw this position further strengthened by the alliance of the NFA Group and Outcomes First Group creating the unified Group you see today – a Group which has become a vital part of local communities in England, Scotland, Wales and Northern Ireland with a renowned reputation for quality and positive outcomes for the people we care for.

The children's and young people's part of the organisation is divided into 2 clear areas.

1. **Acorn education and care** – this is our universal offering of SEMH care made up of 35 children's homes, 2 residential Schools and 32 schools. Our services support young people with emotional behavioural difficulties, young people diagnosed on the ASD spectrum, emerging mental health, 12-week assessment and homes that specialise in pathway to fostering and transitions to adulthood. (These services include homes under the following legal entities Bryn Melyn Care, Pathway Care homes, Hilcrest children's services and ECS homes)
2. **Options autism** – this is our specialist services for young people with complex learning disabilities including autism and social, emotional, and mental health needs made up of 20 services. (These services include homes under the following legal options autism, underlay gardens, Acorn Park, Falklands House and Holistic Care)

Within the group we have homes that are specialists under the above bracket however we understand that young people may move in and out of higher and lower acuity need based on their behavioural responses to their trauma and attachment needs so we have developed well-being and CPI models that are able to adapt to the needs of the young people in our care.

For example, a home may sit under acorn education and care with a young person under a universal package, they may then hit a period of crisis and the needs of that child may escalate. Rather than destabilising the child further and moving the young person we are able to bolt on additional training, advanced CPI needs, and additional packages of clinical investment based on the needs of the child to support that young person.

Induction overview:

2 week induction:

Week 1

Day 1

Company Induction 1

OFG's promise

Using different platforms (ie. Engage, Shine, Cascade)

Payday

Useful contacts

Safe call

Benefits you are entitled to

Expected mandatory training to complete

Day 2

Company Induction 2

PDP- your personal development

Psychological contract

One page profile

IT workshop

Day 3

Trauma informed practice- Virtual

Day 4

Introduction to Autism- Virtual

Day 5

Safeguarding Foundation Children- Virtual

Week 2

Day 1

Safety Intervention Theory (CPI)- E Learning

Day 2

Safety Intervention Practical- Face to face

Day 3

Emergency First Aid- Face to face

Day 6 & 7

Mandatory E-Learning

Introduction to Trauma Informed Practice

Privacy and Dignity

Equality and Diversity in the Workplace

Introduction to Health and Safety

Infection, Prevention and Control

Online Safety and Cyberbullying

GDPR

Safer use of Medication

RIDDOR

Fire Safety Training
Food Safety and Hygiene
Self-harming behaviours
COSHH Essentials
Manual Handling
Harmful sexual behaviours
CSE
Safeguarding-FGM
Think spot, speak out