

Statement of Purpose



Becca House
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Acorn Education And Care

Contents:

Number	Content topic	Page
1	Quality and Purpose of care	3
2	Engaging with the wider systems	4
3	Views wishes and feelings	5
4	Education	6
5	Enjoyment and Achievement	7
6	Health	8
7	Positive Relationships	9
8	The Protection of young people	10
9	Leadership and Management	11
10	Care planning	12

Appendix	Topic	Page
A	Care experience and qualification	13
B	The wellbeing model, including Trauma informed practice and ADD – including Clinical experience and qualifications	14
C	Wellbeing Model	15
D	Crisis intervention	16
E	Who we are explained	17

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1. QUALITY AND PURPOSE OF CARE

Acorn Education and Care is part of the OFG Group, one of the largest combined children's services group in the UK. Our operating businesses successfully deliver frontline educational and care services to children, their families and local authority customers.

Our purpose is to provide outstanding care and education to the UK's most vulnerable and complex children and young people whether within education or in a supportive and understanding environment of residential care, residential school or a combined school and care package.

Becca House is able to accommodate:

- Up to four young people ranging from the ages of 8 to 18 years
- Male or Female, whose main and principal care need is learning disabilities
- Children/young people with moderate to severe learning disabilities
- Children on the Autistic Spectrum and or associated conditions such as Sensory Modulation disorder, epilepsy, global development delay
- The home can support Young People with sensory needs
- Shared Care

In accordance with Acorn Education and Care Equal Opportunities Policy, children of any gender or ethnic origin may be referred.

Acorn Education and Care carefully considers all referrals as part of a caring and responsible approach to admissions. However, in recognition of the extreme pressures faced by Case Managers, our decision-making processes are fast and effective.

The layout and design of Becca House is such, that the unit could accommodate a young person with some mobility difficulties due to the house being on one level; it would not however be suited for children with severe mobility difficulties.

Any child looking to be placed at Becca House may have a severe learning disability.

The child/young person should be of school age and between the ages of 8 and 17 (on admission) for residential placements.

We offer each and every young person courtesy and respect, and work in conjunction with local authorities to deliver a range of care, education and other specialist services which offer best value whilst ensuring the best possible outcomes for each child.

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As a group, we benefit from a wealth of experience allowing young people the opportunity to thrive and develop by realising their potential whilst being happy and feeling valued.

Residential Placements we can offer

- Short, Medium and Long Term Residential placements
- Placements with Therapeutic Intervention
- Reception & Assessment

Becca House deals with all representations and complaints seriously, sensitively and as close to the originating point as possible, ensuring that the child's best interests are of paramount importance in such proceedings. We endeavour to ensure that all children, staff, and parents are aware of, and understand Acorn Education and Care written policy and procedures on representations and complaints. Furthermore, Acorn Education and Care operates a transparent complaints procedure, which is clearly visible on notice boards and other appropriate locations. The complaints procedure can also be found in the young people's individual and personalised welcome books

Each young person has the right to make representations by way of comments, compliments or complaints regarding their care and accommodation whilst being looked after by Acorn Education and Care. A record is maintained in the home of such comments, compliments and complaints.

Complaints Procedures

Each young person in the home has access to:

- Acorn Education and Care Internal Complaints Procedures and the services of an independent representative.
- The Complaints Procedure of the responsible local authority
- Ofsted Tel: (0300 123 1231)
- Write to Ofsted, Piccadilly Gate, Store Street, Manchester M1 2WD
- Organisations representing the interest of young people being looked after, e.g. Child-line and Voice for the Child in Care.

Additionally, all young people are actively encouraged to express their concerns regarding the quality of care they are receiving or any other issue during individual meetings with their key worker, during weekly family chats or directly to the Manager of the home. Each young person is provided with a copy of the Acorn Education and Care Complaints Procedure on his or her admission to the home.

The Acorn Education and Care Complaints Procedure consists of three stages:

Stage 1 - Informal Stage – Discussion with the homes Manager – recorded and signed by the young person if she/he is satisfied and holds capacity to understand what they are signing

Stage 2 - Formal Stage – Investigation by a Complaints Investigation Officer (i.e. someone from outside of the home)

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Stage 3 - Review Stage- Consideration by Senior Managers of Acorn Care and Education Young People are encouraged to complete feedback forms these have been adapted to the individual needs including a form that is solely in widget form for the young people at Becca house who are pre' -verbal

Internal Placement Review Arrangements

In consultation with the child, his or her social workers and all significant others, a Placement Plan is formulated within 72 hours of the child's admission. Within 20 days, the Plan is reviewed then at 3 months then every 6 months.

Who can attend an internal Placement Review?

- **The child/young person.**
- **The Parents (unless they are prevented from doing so by any court orders).**
- **The Reviewing Officer from the young person's local authority.**
- **The Social Worker.**
- **The Key Worker from the home**
- **The Manager.**
- **Teachers, Doctors, & Psychologists.**
- **Advocate or an interpreter should one be needed**
- **Other family members.**

In addition to the arrangements at Acorn Care and Education for internal reviews, there will be arrangements led by the child's social worker for external reviews. Typically, arrangements for external reviews will comprise:

- **Core Group Meetings**
- **Statutory Reviews**
- **Inter-agency meetings**

Acorn Care and Education will co-operate and support all arrangements for external reviews. We will provide written reports in advance of all review meetings to aid and assist discussion and will provide meeting facilities when required to do so.

2. ENGAGING WITH THE WIDER SYSTEM

Nottingham is a vibrant and friendly city that is a centre of excellence in many fields, with a unique combination of strong historical roots, coupled with a fast-expanding business and retail sector. This cosmopolitan city offers unrivalled state of the art leisure and entertainment opportunities, as well as excellent health and education facilities.

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Based within the pleasant, highly sought after residential area of Sherwood and conveniently situated near to the City Centre, Becca House is ideally suited for children/young people. It has a location close to the city centre with easily accessible bus links and routes to schools, colleges and key locations across the city of Nottingham.

Becca House is a large detached bungalow with many attractive and practical features, including large sized rooms and creative enclosed gardens and a private, secluded location. The garden to the rear of the property is enclosed and thoughtfully designed to create a safe and imaginative environment for children.

All bedrooms are large in size, furnished and equipped to a high standard, and decorated in consultation with the children/young people in the room at the time. Children at Becca House do not share bedrooms unless the placing authority stipulates this as a planned care requirement with siblings. The home has door sensors fitted to each of the bedroom doors and main exit door which are only used between the hours of 9pm and 8am to ensure that staff can support any young person promptly in the night.

The communal lounge area includes a smart T.V. with free view and a variety of games. There is also a resource room which is equipped with a range of toys/books/arts and crafts equipment and gaming equipment including a switch, Xbox and PlayStation. The home also has a book snug with a variety of books, magazines and comics.

The home has an open plan kitchen/diner, which provides for a homely, friendly atmosphere large enough for the preparation and consumption of meals by all staff and children. The staff ensure there is a sense of togetherness at meal times and encourage young people and staff to eat together

There are adequate laundry facilities in a separate utility room and consists of both a washer and a dryer where the young people can develop their independent skills and can learn to carry out related household domestic tasks. There is an adequate number of bathrooms/shower rooms located within the property (3 in total) One jacuzzi bath, a shower room and a wet room with waterfall shower

Staff are provided with sleeping accommodation located close to the bedrooms occupied by the children. All Acorn Education and Care homes operate a waking staff system and when required are able to provide a 1:1 staff to child ratio.

The doors at Becca house have thumb locks to enable easy exit, the doors are mainly kept locked or closed this is to stop unauthorised access into the house to prevent potential harm.

The organisations policies and procedures within Becca House are all carefully followed by all staff, and are geared towards: -

- Maintaining, supporting and actively encouraging regular and consistent family time with the young person's family, friends, as well as significant others. This is achieved through telephone calls, facetime, emails, home visits in addition to visits to see the child/young person at Becca house.

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- Maintaining and encouraging regular access to, and communication with, the child's/young person's social worker, ensuring any issues or concerns can be discussed between the child/young person and his or her social worker.
- To actively promote co-operation and dialogue with relevant educational establishments through attendance at appropriate school functions, continuous discussions and dialogue regarding the needs of the child/young person. Particular attention is paid to the attendance levels.
- Also, staff will look to actively promote action programmes to help the child/young person to overcome any specific educational difficulties they encounter.
- To develop and maintain links with venues for recreational, religious, cultural and social activities, particularly those within the locality of Becca House, ensuring a balanced and structured programme for development of the child/young person is achieved.
- To maintain regular contact and co-operation with other psychologists, psychiatrists, professional associations, and workers when it is appropriate. This will ensure that our core philosophy, which is that the welfare and support of the child is central to all aspects of related care policies, is maintained.

In the interests of maintaining the balanced development of the child/young person and in keeping with Equality and Diversity good practice, all Becca House staff ensures that every child/young person will be given the opportunity to uphold their cultural identity, and religious beliefs. All staff will be responsible for ensuring that opportunities for religious observance are understood and respected by themselves and other children within the home. Each young person is provided with the opportunity, as far as is reasonable and practicable, to attend religious services and receive religious instruction as are appropriate to his/her religious beliefs.

3. VIEWS, WISHES AND FEELINGS

Becca House adopts a holistic approach to care and development, addressing the emotional, social, cultural, physical and educational needs of the children.

We believe that our children/young people should be cared for in a positive non-discriminatory environment. Soon after admission each young person has a care plan which aims to support and develop them and keyworkers will aim to form a relationship based on equality and trust where they can feel valued and respected. We provide a safe and accepting environment where expression of feelings are encouraged in a positive and appropriate manner.

Accurate and regular communication is ensured to protect the safety of the children/young people in our care. In addition to these issues, the arrangements made are as follows:

- Main meals are taken together in a family style atmosphere and special dietary needs are catered for.
- Communal as well as individual leisure/recreational activities are made available and pro-actively encouraged.
- Becca House is well equipped with a variety of therapeutic tools and equipment, e.g. sensory items, games, books, music, craft and other resources.

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- A variety of working methods are used with children/young people. These are tailored to suit individual needs. Such methods include one to one direct work and group work

Whilst living at Becca House, all children/young people receive the following allowances:

- o Pocket money
- o Clothing Money
- o Personal allowances for activities/interests
- o Birthday Money, Christmas money

The way the home functions enhances every child's independence and opportunity to make everyday choices. Significant views, discussions and expressed opinions are recorded promptly in the relevant places and the young people receive regular feedback following consultation, to ensure matters are not taken for granted. Key worker sessions, meetings with the appropriate people and residents' meetings are systems that reflect the young people's differing communication needs.

All young people will receive pocket money on a regular basis.

In line with Policies Becca House operates an open access policy in relation to young people having access to their personal files, however, there may be specific reasons to withhold certain information from young people.

The young people will be offered regular access to their files; their appointed key worker will liaise with management and their social worker to undertake this task.

The young people will be given guidance on their rights regarding information contained in their personal file. They are also encouraged to see files held by their Social Workers. Special attention is given where religious observances may involve the provision of special facilities.

Becca House is a Child Centred home with its policy, procedural and practice framework designed to promote, in both philosophical and practical terms, the premise that the 'welfare of the child should be the paramount consideration' in any given care situation.

Our company name depicts our view that good, effective and appropriate comprehensive Care can serve to provide for the short or long-term Solutions necessary to block, reverse, prevent or stem those prohibitive and harmful factors that serve to interfere with the healthy and progressive development of our children. We believe that effective, well-planned care arrangements should serve as a Pathway to Independence.

Acorn Education and Care believes that happiness should not be a destination but rather, a journey. Children have the right to enjoy the journey through early life to independence, following a Pathway, underpinned by the following key principles:

All of our children deserve and should be afforded the opportunity to:
Because Every Child Can Achieve

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- Be as physically and mentally healthy as possible
- Enjoy maximum benefit and levels of attainment through good-quality and appropriate educational and developmental opportunities.
- Live in an environment that assures safety and protection from harm
- Feel loved, respected and valued. Be encouraged, guided, motivated and supported through a network of reliable, affectionate and safe relationships.
- Experience and enjoy emotional, mental and physical well-being.
- Feel empowered and enabled to become competent in self-care and everyday living.
- Be encouraged to believe in themselves, through the development and maintenance of positive self-esteem, confidence and respect.
- Have a secure and informed sense of identity, including cultural, racial and gender-based identity.
- Understand and enjoy a sense of community and citizenship through the development and use of good inter-personal skills and confidence in social settings and opportunities to play a part.
- To understand and enjoy rights and responsibilities and to be able to exercise effectively both principles, both in the care setting and in later life.

Acorn Education and Care firmly believes in its care philosophy, which impacts on and guides all areas of our service provision to every child/young person.

4. EDUCATION

Becca House believes that all our young people have the right to an education suited to their needs, ability and personal aspirations. We acknowledge research suggesting that children within the care system are potentially at risk of poor educational achievement due in part to many extrinsic factors.

Therefore, we believe that we have an Absolute Duty to ensure that children in our care achieve to their highest potential. Becca House staff are all involved in proactively implementing needs assessed Individual Education Plans (I.E.P.) for each child. Key workers/Management oversees the implementation of I.E.Ps and monitor progress in order to evaluate and modify I.E.Ps to maximise achievement. We also liaise effectively with the schools used by our young people in order to support their EHC plans.

Becca House creates a positive culture and environment for valuing education with adequate space and facilities for children to do their homework, including well-equipped study areas.

- Specialist education for young people with Learning Disabilities, within the catchment areas of Nottinghamshire
- Also, we have strong links with schools for children with Special Educational Needs.
- Continuous liaison with Nottinghamshire Local Education Authority
- In-house personal tuition where applicable and necessary. We have access, through R.E.A.L Education to a high range of highly qualified, experienced and fully checked tutors, specially trained to deliver educational tuition to Looked after Children.

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- Youth development opportunities
- Young people at Becca house benefit from transport and staff who escort them to and from school settings ensuring a smooth and consistent transition.
- Staff and school maintain close communication via home school diaries which are sent to school each day. Key workers and management also maintain close communication with schools and visit regularly to observe young people to gain a better understanding of their educational needs which in turn will also benefit their home tuition
- School teachers/ assistants attend LAC reviews as well as hosting young people's education reviews to review progress and set future targets for young people.

5. ENJOYMENT AND ACHIEVEMENT

There are a wide range of leisure, recreational, and social activities that are available for the young person to pursue whilst residing at Becca House. The Home is deliberately located in close proximity to various facilities. Our staff team ensure that every young person is encouraged to participate in communal and group activities of their own choice.

There are a number of leisure, recreational, and social activities available, including access to and use of fitness gyms, youth clubs, tennis, badminton, cinemas, football, cookery, billiards/snooker, bowling, indoor cricket, ice skating etc.

Each child/young person in a Acorn Education and Care home is involved in completing a weekly Personal Planner that sets out the structure of the week ahead. This ensures that both children and staff are able to form a picture of the week ahead ensuring balance and variety. This system also serves review and monitoring activity

6. HEALTH

Becca House adopts and follows Acorn Education and Care Corporate Policy and Procedural guidelines on the provision of Health Care for every child/young person. This ensures a consistent and proactive approach to health and health education by both staff and children. The central focus of our Health Policy is to empower the child/young person and to provide them with the tools to make informed decisions about their health.

All young people within our care are registered with a local General Practitioner of their choice and have access to a range of other health care facilities, which include:

- Dentists
- Chiropodists
- Counsellors
- Opticians
- Social- Psychological Services if applicable
- Other Therapeutic services as appropriate

Health education is promoted via structured key working or group sessions, whichever are thought to be more appropriate in accordance with the feelings of the young people.

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Health care needs are sought on an if and when basis, Young people at Becca house benefit from the support of a specialised dentist who is experienced in learning disabilities a referral for this service is made via a social worker referral and appointments are made on a 4-6 monthly basis.

Becca staff will accommodate all young people on these visits and will complete a medical treatment form which is placed on file so that progress can be tracked and assessed accordingly.

Becca House Health Care Policy includes providing information on physical, emotional & sexual health. Our philosophy and approach is that good health is achieved through paying attention to basic needs such as nutrition, adequate sleep, regard for safety, and appropriate medical attention when required.

The underlying ethos and philosophy of Becca House is that every child has individual recognition as to their health and well-being. The staff team ensure that the young people have opportunities to express their feelings and concerns using basic listening skills, signs and symbols to provide comfort and assurance and encourage the child to actively refocus their thoughts and help alleviate some of their feelings.

Teaching basic problem-solving skills when upsetting situations arise help the young people to make better choices, and an acknowledgement of good behaviour with rewards, praise and positive feedback helps reinforce their strengths and builds awareness of his/her own talents and abilities.

Acorn Education and Care, and each of its individual homes, takes very seriously, matters pertaining to Equality & Diversity and in doing so, seeks to address the unique needs of each individual child or young person in its care.

A diagnosis of an autistic spectrum disorder or learning disability does not predict the complex needs and associated behaviours of any individual young person. Our therapeutic environment can provide an opportunity for young people to gradually gain a better understanding of themselves and their needs, wishes, behaviours, strengths and challenges.

It's this environment, together with the multi-disciplinary support we provide, that can make Becca House a suitable residential placement for young people, who on a day-to-day basis have to deal with their own complex needs in the context of a world that can, at times, be very challenging for them.

The care and well-being of the young people we support are paramount and everything we do is to ensure that each young person's best interests are met.

7. POSITIVE RELATIONSHIPS

Becca House looks to promote positive relationships between the adults and children within a clearly defined policy framework.

None of the disciplinary measures prohibited under Regulation 8 of the Children's Act 1989 /2004 are permitted at Becca House. All staff at Becca House aim to work together with

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children as a team to enhance our ethos of a family home within a framework of continuous positive reinforcement of good behaviour.

In addition, appropriate use of [age/understanding-sensitive] sanctions and disciplinary measures are only applied after careful consideration as defined within Acorn Education and Care policy and procedures.

Our approach encourages reparation and restitution and we seek not to allow negative behaviour to become the focus of attention. Acorn Education and Care staff will not make excessive or unreasonable use of sanctions or physical Intervention.

Physical Intervention is used only in specified circumstances i.e. to prevent likely injury to the child concerned or to others, or likely serious damage to property. All Acorn Education and Care staff are trained in the use of safety intervention and physical interventions this also includes Avoidance and Reduction techniques. Clear records are kept of the use of sanctions and physical restraint ensuring that the application of the same can be monitored and reviewed at regular intervals.

As highlighted, all Residential Child Care Workers within the home are responsible for providing and promoting the provision of various developmental aspects in the life of the child/young person, which includes their health, physical needs, emotional security, social experience, sleep, clothing, and diet. Furthermore, all Residential Child Care Workers and supporting residential staff will ensure that they:

- Develop and sustain a manner of living, which encourages within each child/young person a sense of stability, security, worth and responsibility.
- Positively promote and encourage awareness within each child of intellectual, religious, and cultural matters as part of their overall development plan.
- Develop and maintain a sound professional relationship with the child/young person, based on the principal of mutual respect, and continuous consultation. Staff will ensure that this principle is still maintained even though there may be specific periods where the behaviour of the child/young person may be seen as unacceptable.
- Promote and encourage the understanding, acceptance, and operation of acceptable forms of behaviour amongst every child/young person within Becca House.
- Develop an understanding of the individual needs of each child/young person, whilst encouraging the exchange of views and opinions between the staff and child/young person.

At Acorn Care and Education, children/young people are encouraged and supported in self-expression. They are encouraged and helped to recognise their rights and responsibilities. In support of the above children/young people are encouraged to participate in weekly family chats. Family chats are designed to allow children to express their views and concerns and to celebrate things that they like or make them happy. Also, children are supported and encouraged to take part in the reviews of their Care and Placement Plans. Many various communication aids are used such as Widget, PEKs, Makaton etc. to enable young people to have a voice.

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For children that struggle to participate in the group setting, although they will receive ongoing support and encouragement, regular one to one Key Work sessions allow them to feed into the Acorn Care and Education /Homes decision making processes. Through whatever channel, Acorn Care and Education staff are encouraged and expected to elicit the views of our children and to ensure these are taken into account in the day to day running of our homes.

8. THE PROTECTION OF YOUNG PEOPLE

Parents/carers and the child/young person (given their age/ understanding and cognitive ability) should fully participate in their care planning.

Acorn Education and Care believes that all children have the right to be protected from all forms of abuse, whether this, be physical, sexual, emotional or neglect. Our approach to all aspects of care delivery is child centred. With regard to Child Protection we firmly believe that the blame for abuse will rest solely on the abuser and that the welfare of the child will always remain centre-stage.

Concerns over the safety or well-being of a child will never be ignored.

The child protection procedures are consistent with the local policies and procedures agreed by the Local Safeguarding Board.

Written records of all incidents are taken by staff and reported to the relevant bodies.

The atmosphere created at Becca House is one where bullying is unacceptable. There is a policy on countering bullying, which is known to children and staff. Any child experiencing bullying is supported and regular risk assessments of the times places and circumstances are recorded, and action is taken where feasible to reduce the risk of bullying

To define abuse, Acorn Education and Care has adopted the definition provided by the National Commission of Inquiry into the Prevention of Child Abuse, 'Childhood Matters'

"Anything which individuals, institutions or processes do or fail to do, which directly or indirectly harms children or damages their prospects of safe and healthy development into adulthood."

Safeguarding Policy Objectives

- Provide clear and specific guidelines to enable staff to deal with Safeguarding issues effectively.
- Set high internal standards to ensure that the children cared for by Acorn Education and Care are well protected
- Ensure Acorn Education and Care's credibility as a professional care organisation remains high and that purchasers feel assured that Acorn Education and Care is a 'safe' organisation
- Ensure that every individual working for Acorn Education and Care knows what to do in a Safeguarding Emergency.
- Ensure all staff follow, the safeguarding Action Plan.

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Nottingham city LADO
Caroline Hose
Nottingham city safeguarding children's board
Loxley House
Nottingham,
NG2 3NG
Tel: 0115 97773921

At Becca House, everything we do is geared to the protection, happiness and development of the child. Our Child Protection Policy (hereafter referred to as 'the policy') is detailed, extensive and child-centred.

The policy provides detailed definitions of physical, sexual and emotional abuse, mental cruelty and neglect.

The policy sets out clearly, and in considerable detail, who is responsible for dealing with suspected or actual incidents of abuse, defines how matters of abuse should be dealt with and provides supportive guidance to officers who may be involved in dealing with such matters.

Other aspects covered under the policy include:

- Disciplining Children
- Direct Work with Children – Protecting Staff
- Whistle Blowing
- Confidentiality
- The duty of care and public liability insurance b
- Records and Record Keeping
- Computer Safety
- Working with Social Workers.

The Acorn education and care policy framework and management approach is designed to minimise the risk of child abuse. At Acorn education and care, no Safe Guarding issue is ignored and our response to any allegation or suspicion is child-centred, transparent and swift.

The Home is committed to providing a homely environment where young people can live safely, without the fear of oppressive behaviour from peers by any form of bullying or intimidation.

Acorn Care and Education provides all staff and children in our homes with clear definitions of Bullying. We believe bullying can take many forms from verbal, emotional, sexual or racial abuse to actual physical assault.

In all cases Acorn Care and Education staff will:

- Investigate fully any indication of bullying.
- Support the victim to prevent any further oppressive behaviour from others.
- Re-assure the victim that being bullied is not acceptable and that it is not their fault they are bullied.
- Minimise any further opportunities for bullying to occur by whatever strategies are realistic and achievable.

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- Confront the bully with their actions so their oppressive behaviour is not condoned by inertia.
- Pursue legal action should the nature of bullying indicate the need for this.
- Arrange for an urgent review to include all involved parties from whatever agency to identify an action plan to deal with the bullying including the appropriateness of placements.
- Identify and action positive alternatives for both victim perpetrator to develop those skills necessary for positive relationships.
- Keep a written record of all incidents and actions taken.

Bullying and oppressive behaviour has no place within our society of which Acorn education and care homes are a part of. We are committed to an equality of service that demands a safe and caring environment for all service users.

Becca House provides all Residential staff and children with written procedures, which are clearly followed when a child is absent without Permission. The application of the Absence procedures is consistent but at the same time take account of the individual child's needs which are clearly set out in his or her Care plan.

Any child that is away from a Acorn education and care home is made welcome upon return – the principal aim will be work with the young person to find out why he or she felt the need to leave the home without consulting or seeking permission from staff. Wherever possible, and in any case as soon as possible after he or she has returned, the young person will be seen by his or her social worker or a person who is independent of the home.

If this is not possible, Acorn education and care will always record the reasons given by the child and these are reported to the child's social worker, if appropriate, changes to Placement / Care plans are recommended and agreed with appropriate people, including the young person.

Any reports from a child that indicates he or she went missing in response to being abused will be immediately reported to Social Services and appropriate measures are made to protect the child/young person.

When a young person is absent from the home or the supervision of a member of staff without consent or authority, and then the following procedure will be followed:

- Staff will initially conduct a search of the interior of the home then the outside surrounding area to locate and confirm the whereabouts of the young person and their safety.
- If the young person has not returned to the home within a previously specified time then a member of staff should go out and look for the young person. This should only be done after consultation with a colleague and it has been agreed that such action will not place the other young people or staff at risk.
- If the search by staff has proved inconclusive then the member of staff searching for the young person should report the young person as missing to the local police. They should also notify the young person's Social Worker, parents and any significant others. If outside normal office hours then the young person's Out of Hours Duty Team must be contacted.
- The time period for reporting young people missing to the Police when they are out with a member of staff would be made after consideration has been given to their age, personal

Acorn Education And Care

circumstances, vulnerability and previous history. This time period should be clearly noted in the young person's care plan and risk assessment and updated according to need.

- The home at present has door sensors fitted to the young person's bedroom doors to ensure that young people are appropriately supported in the night. These alarms are activated from 9pm and 8am and are linked to the front door which has a sounder when opened.
- Young people are supervised on a minimum 1:1 staffing ratio both within the home and out in the community.
- Young people's whereabouts is logged within the homes log book. Young people are logged on and off site at all times along with the activity and location they are going to.
- All visitors are logged within the log book as well as signed into the visitors' book and are supervised at all times.
- Becca house young people benefit from a waking night staff and they are subject to 30 minute discreet checks during the night

To keep young people safe there are times when the use of physical interventions may be needed. This would be as a last resort to support young people in crisis, to reduce both stress and risk. In such instances, we follow BILD guidance. Acorn Education and Care have BILD accreditation for children's services.

9. LEADERSHIP AND MANAGEMENT

The Responsible body and the Director for Acorn Education and Care is located at our Head Offices at:

Acorn Education and Care/ outcomes first group

Atria

Spa Road

Bolton

BL1 4AG

Telephone number- 01204558038

Managing Director: Daniel Cooke

National Care Director: Alison Blyth-Bishop

Alison has worked in the care sector since 2001 in both local authority and private organisations in a variety of settings from secure accommodation, specialist therapeutic residential care, step down mental health and complex learning difficulties. Alison has a variety of qualifications including a BSC honours psychology, L4 qualification in children and young people and L4 and L5 Leadership and management. Alison is passionate about the work that she does and is a strong advocate for the rights of young people and their voice being heard as well as ensuring a high quality of care is provided to all our stakeholders.

Acorn Education And Care

National Care Manager: Fay Shelton

Qualifications: Level 5 qualification in Leadership and Management for Young People's residential services. Fay has worked in residential childcare since 2010, gaining a level 3 in Childcare and Education, a level 3 in Children and Young People's Workforce and a level 5 in Leadership and Management in Health and Social Care. Fay was previously the Registered Manager of a large residential children's home with 6 homes on site, caring for 35 children and young people. Fay's background is mainly with EBD and SEMH children. Fay led a team who were able to achieve Ofsted Outstanding for 4 consecutive inspections and was part of achieving great outcomes for the children and young people in her care. Fay has a passion for providing children and young people with new experiences and opportunities and providing them with the chance to have a childhood they may not have had the chance to enjoy previously.

Regional manager & Responsible Individual and Head of Care: Donna Carlin

Donna has been with Acorn Education and Care since 2004. Prior to working for Acorn Education and Care Donna worked as a child and family's social worker for Nottinghamshire and is DIPSW qualified.

This compliments her DIP 5 in Leadership and Management in Health and Social Care [2013]

In her spare time Donna enjoys watching her boys play football in the Notts Young Elizabethan league

Registered Homes Manager: Selina Bartram

Selina has been at Acorn Education and Care since 2004 working her way up from a trainee to a management position and from June 2019 a senior management role. Selina took 9 months off maternity leave in 2011 before returning as an assistant manager at Becca house in August 2012. Selina has a vast amount of experience, mainly based around working with children and young people with learning disabilities, her experience is in areas such as autism, global development delay, sensory modulation disorder and epilepsy.

Selina has completed courses to assist with her work this includes safeguarding (including learning disability safeguarding), fire training, MAPA, first aid, attachment and trauma, self-harm and manual handling.

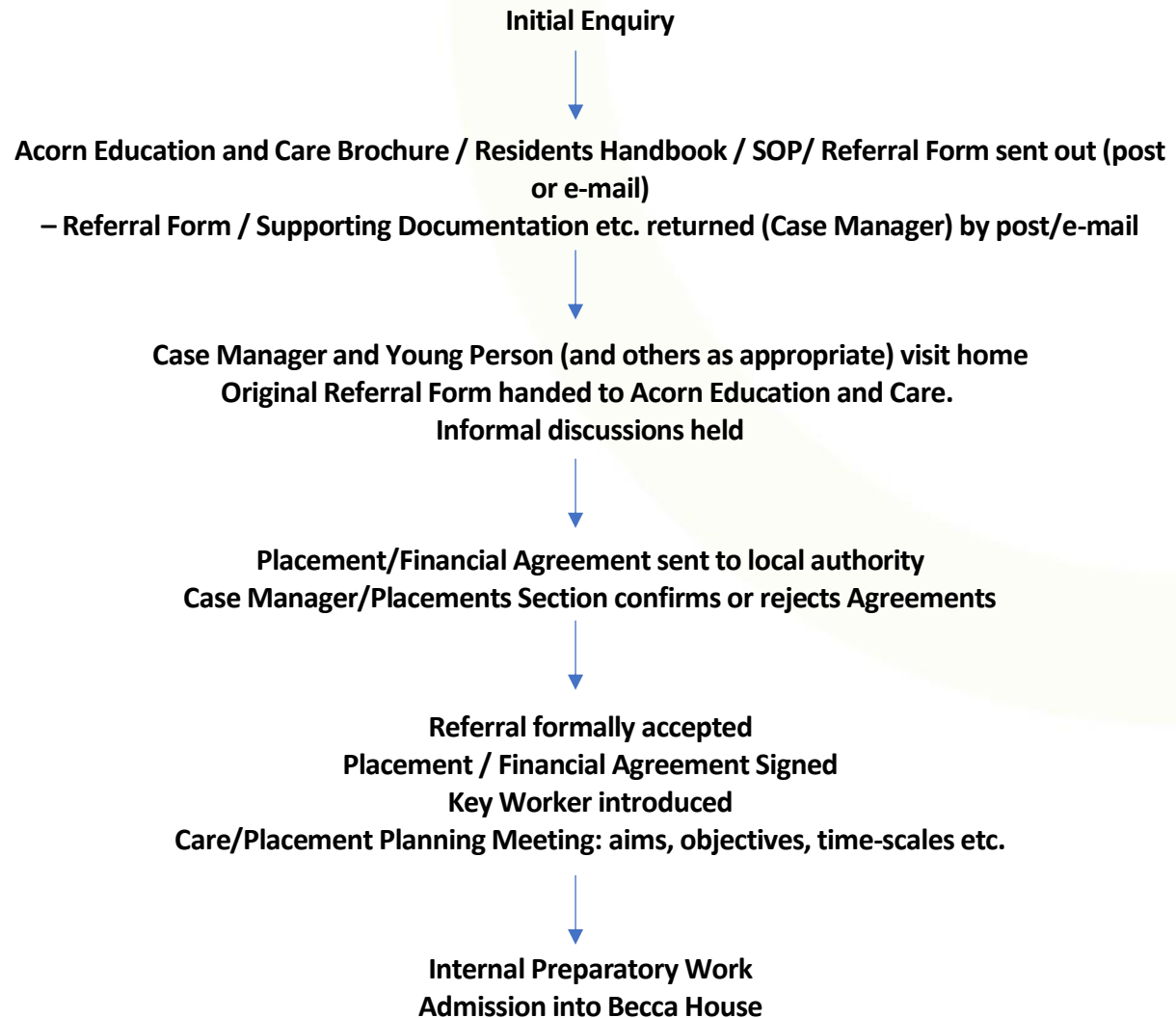
**The manager holds the following qualifications: -
NVQ 3 children and young people
level 5 diploma in management.**

10. CARE PLANNING

We always aim to ensure the referral process is as speedy and straight forward as possible. Preferably, placements should be planned, providing for as smooth a transition as possible for the child/young person concerned.

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The flow chart below shows the normal Referral/Admissions Process. The process can be adjusted to accommodate individual referral circumstances.



Appendix A – workforce experience and qualifications

Staff member Name	Start date	Job Role	Experience	Qualifications
Selina Bartram	July 2004	manager	Worked in residential care since 2004, holds both the level 3 and level 5 qualification. Is also a parent	Level 3 and level 5 diplomas
Amanda Metson	Sept 2014	deputy	13 yrs 4 months of residential care also has 4 of her own children. Currently undertaking level 5 diploma	Level 3 Level 5 being undertaken
Matthew Wynter	Nov 2010	SRCCW	13 yrs 1 month of residential care, also has 2 sons of his own	Level 3 qualified
Kali Ison	Aug 2018	SRCCW	5 yrs 4 months residential care work she also has 1 son and is currently pregnant with a girl	Level 3 qualified
Isabel Clements	Dec 2018	SRCCW	5 yrs residential care, previously supported special needs children on school transport	Level 3 qualified
Irma Osmiegiene	May 2015	RCCW	8 yrs 7 months residential care, also has 2 children of her own	Level 3 qualified
Ria Sahraoui	Jan 2011	RCCW	13 years of residential care, moved to Becca July 23. Has 4 children of her own	Level 3 qualified

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Libby Rayns	Dec 2021	RCCW	2 yrs residential care, Libby is currently on maternity leave after giving birth to her daughter	Level 3 qualified
Hannah Morrison	July 2020@ June 2022	RCCW	4 years residential care, took a short break of 4 months to try nursing but returned back to Becca. Hannah also has a son of her own	Undertaking-allocated time has been worked out for the time she left residential and her maternity leave
Anayla Tanveer	June 2022	RCCW	1 year 7 months residential care, no previous work history in this sector, she is an allocated keyworker	Undertaking
Jade Tudor	Feb 2023	RCCW	11 months residential care no previous experience in this sector, She is an allocated keyworker	Undertaking
Charlotte Clifford	Oct 2021	RCCW	2 years 3 months residential care, Charlotte moved to us in July 23	Level 3 qualified
Peter Want	July 2023	RCCW	Been with us 6 months and has recently passed his probation. New to the sector. Peter does have his own children	Awaiting enrolment date
Demi Lloyd	Aug 2023	RCCW	Been with us 5 months and is new to the sector	Awaiting enrolment date

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James Taylor	Aug 2023	RCCW	Been with us 5 months has worked a short period in residential before.	Not enrolled yet
Lee Thompson	Nov 2023	RCCW	New to Becca however has worked in residential before. Lee also has children of his own	Not enrolled yet

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 Robin Hub, together with their professional qualifications. These clinicians may support any of the residential settings within the Westbourne cluster

Athena Hub Wellbeing and Clinical Service		
Clinical Employee Name	Job title	Qualifications
Heather Rigby	Wellbeing and Clinical Locality Lead Highly specialist Speech and Language Therapist	BSc (Hons) Human communication, Speech and Language Therapy HCPC Registered RCSLT registered
Rebekha Childs	Wellbeing and Clinical Services Coordinator Occupational Therapist	BSc (Hons) Occupational Therapy HCPC Registered RCSLT registered

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Elizabeth Crooks-Corr	Psychodynamic Psychotherapist	Ms Forensic Psychology BSc Psychology Clinical Diploma in Integrative Psychodynamic Counselling Registered with BACP
Dieter Jansons	Assistant Psychologist	MS Psychology Registered with BPS
<i>NB. list is live as of January 2024</i>		

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.

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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.

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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

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

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

Table 2: Holding

Name & Sequence	Seated			Standing			Team Interventions (2 staff)	Transitions (2 staff)	Children Holds		
	Low	Med	High	Low	Med	High			Seated (chair)	Seated (floor)	Standing
Market											
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

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as non-restrictive and restrictive interventions. The programme is Restraint Reduction Network (RRN) certificated training curricula.

Safety Intervention - Advanced™



Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (1 staff)			Neck (high risk)
								Low	Medium	High	
Market											
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	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
Market																	
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓
Timings (minutes)	150										30	20	15	35	35	35	35

Safety Intervention – Advanced and Emergency™



KEY Blue ✓ = Skills included

Table 1: Disengagement

Name & Sequence	Strike	Wrist	Clothes	Hair	Neck	Body	Bite	Interventions (lights)			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 floor	Standing to floor	Supine	Supported Prone	Rapid Tranquillisation
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 in to 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.

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