

# Statement of Purpose



**SC415347 Newlands**

# Acorn Education And Care

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## 1. QUALITY AND PURPOSE OF CARE

A statement of the range of needs of the children for whom it is intended that the children's home is to provide care and accommodation

Newlands is an integral part of Outcomes First Group, which provides residential children's homes, education and therapeutic support to children who experience complex social, emotional and mental health issues (accommodated for 52-weeks a year). The home meets the needs of up to four children in a therapeutic, caring and supportive environment. The home in exceptional circumstances can accommodate young people over the age of 18, this will be in consultation with senior management, social care and Ofsted. The arrangements are done so in the best interests of the individual young person and would be intended for a limited period of time only and with specific intentions in mind.

Each child is supported in an atmosphere of reasonable expectations, and achievable aims and staff help provide a place where they feel valued and respected. The overall aim is for children to receive high quality care that meets their individual needs. Our desired outcome for all children is to have their care, educational and therapeutic needs met. Each child's needs will be assessed by the clinical team who will then create an individual plan which will be delivered through the staff team in their day to day approaches. Focus will be emphasised on achievements and positive outcomes for all children to help them realise their potential.



The home has experience in, and a good working knowledge of the following;

- Children with a history of trauma and abuse.
- Children with emotional and behaviour difficulties.
- Children with a history of attachment disorder and difficulty forming and maintaining relationships.
- Children who display aggressive and risk-taking behaviours.
- Children with low self-esteem and self-concept.

Children will receive therapeutic input from our clinical and staff team, the clinical team will create an individual plan for the child's needs which will be delivered through the staff team on a daily basis to support the child's individual needs; focussing on achievements and positive outcomes, with the objective of supporting the children to develop coping strategies to enable them to recover from the trauma they have suffered and manage their emotional wellbeing more effectively to reduce the risk of harm to themselves or others. We aim to provide a stable and nurturing environment for the children to allow them to realise their self-worth and confidence and have a positive experience of being in care. Children's individual care plans, placement plans and behaviour support plans are completed and followed taking into account their gender, religion, ethnicity, cultural background,

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spoken language and disability.

A secure base is at the heart of any successful caregiving environment and children need to feel secure in their relationships with the adults who look after them. The home understands that children who have not experienced sensitive parenting will find it difficult to trust and may not be able to manage their feelings, thoughts and behaviour. Therefore they will be provided with consistent, reliable and responsive caregiving, to promote resilience and offer safety and reassurance when times are difficult to support healthy development. Structure, routine and boundaries will be provided to help children have a sense of security through a safe and predictable environment and in turn become more confident, self-assured and independent.

Children will have the opportunity to learn new skills, make friendships and build secure attachments. Children will have responsive attachments with the staff team, so they have a secure base to explore the world from

They will also be helped to learn new life skills, making new friendships and build positive relationships and attachments, as well as build close relationships with their key worker, to help build emotional attunement. They will be encouraged to take part in new activities and experiences; it is a place where they can thrive and grow, where they feel safe and secure within the home and have routines and boundaries to bring structure to their time with us.

Newlands offers specialised care to all children and monitor their progression in the home to ensure their placement remains suitable. In line with children's care plans, decisions may be made through multi-disciplinary approaches to seek alternative placements e.g. other SEMH homes that provide different opportunities, reunification with family or fostering. The home continually assesses the feasibility for children in line with their wishes and feelings and in conjunction with their individual plans.

***Children well cared for and individual needs catered for – staff very proactive and involved with the children – Social Worker feedback, June 2021.***

The homes underlying ethos and the outcomes that the home seeks to achieve and its approach to achieving them.

The newlands aims to provide the highest standard of care for up to four children aged 8-18 years, by creating a safe, caring, affectionate, homely environment where they feel valued, respected and listened to and are supported to develop to develop their skills.

The home uses the PACE model of parenting and recognise that children who have experienced trauma need to be parented in a special way. PACE was developed as a way of thinking, feeling, communicating and behaving to make the child feel safe, so that they can start to look at themselves and let others see them through emotionally attuned connections and in essence start to trust others again. PACE stresses that the focus should be on the whole child and not simply the behaviour, this will help our children to feel secure with their carers and be able to reflect on their thoughts and feelings, through this their sense of sense of safety will increase and they will discover that they can do better. By using PACE levels of conflict, defensiveness and withdrawal that are so often prevalent in children who have experienced trauma will be reduced, it will allow the team to see the children's positive attributes that lie underneath the more challenging behaviours.

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The staff team are supported by the Clinical Team; together we support all the children in placement. The clinical team share knowledge, skills and expertise to ensure we work towards the best practice. Each child is assessed to ascertain the level of support and intervention they might need. We understand that the children will likely display a combination of emotional difficulties and associated challenging behaviours in light of this the clinical team are also available to deliver support to staff to not only tailor support techniques for individual children but to combat issues such as vicarious trauma, so that the staff team can perform to the best of their ability and deliver high levels of nurture and care.

The Newlands genuinely believe that every child has the right to a happy and fulfilling childhood, and have developed a simple but powerful A,B,C set of core values that all of the team are expected to work towards;

## **Ambitious**

We want the very best for our children and believe that every person is unique and will often change along their journey, in doing so we will support their dreams, goals and ambitions. Through encouragement and learning we will support children to explore, challenge themselves and achieve goals to succeed. We want children to be ambitious for themselves and will help them to develop some of skills that are associated with ambition;

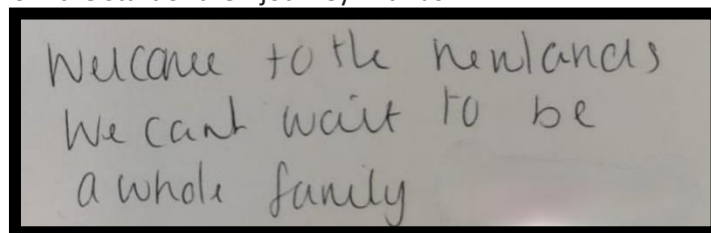
Perseverance; to have the ability to keep trying when things become difficult for them.

Resilience; to have the ability to bounce back from stress or adversity.

Hope; the ability to see the possibility of having a better future and that they can make it happen.

## **Belonging**

The children at the home will be helped to develop a sense of belonging through secure and emotionally attuned relationships. Children who have a sense of belonging can be emotionally strong, self-assured and be able to deal with challenges and difficulties. The staff team demonstrate investment, closeness and affection to all children and make them a priority. We have a handprint wall, family tree, kindness quote wall to encourage inclusiveness for all children and start to create a sense of belonging from the start of their journey with us.



## **Compassionate**

Compassion and empathy is important to us, we know we can never truly understand the feelings children have, particularly those who have experienced trauma, but by connecting with a child we can demonstrate that we know they are experiencing something difficult and that they are not alone. We can use compassion and empathy to help us understand the reasons behind a behaviour and work together with children to help them deal with challenges that arise. We can validate a child's behaviour and experiences but continue to have high standards in relation to their strength and capabilities.

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A description of the accommodation offered by the home including-

- a) Accommodation that has been adapted for children's needs
- b) the age range, number and sex of children for whom it is intended that the accommodation is to be provided
- c) type of accommodation including sleeping accommodation.

Newlands is able to provide a children's home that meets the needs of up to four children of mixed gender aged 8-18 years old. The staff team work closely with the Clinical Team to provide a care model to suit each individual child which characterises the care given to each child.

## **Accommodation**

Newlands is a detached home that stands in generous grounds and provides the following accommodation.

### **Ground Floor**

Entrance Porch and hallway  
Downstairs toilet / storage area  
2 Lounge areas for TV /game and study  
Modern Kitchen with open plan dining area  
Summer room  
Utility Room  
Conservatory  
Staff Office

### **First Floor**

Large landing  
6 bedrooms, one with en-suite  
1 large bathroom  
1 shower room

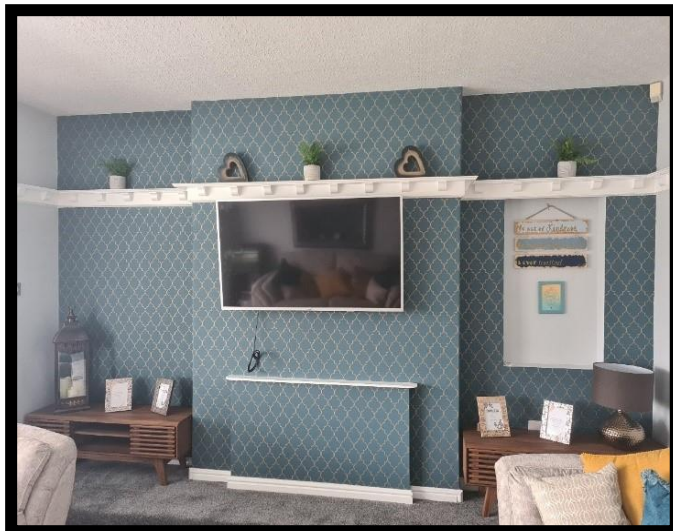
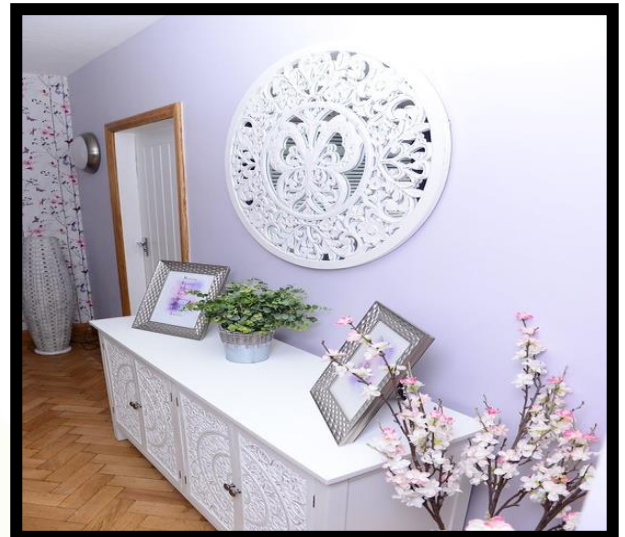
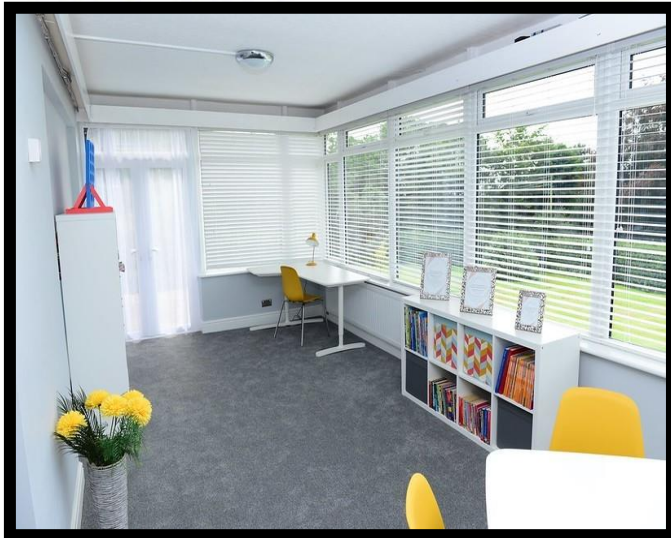
### **Second Floor**

1 bedrooms  
1 loft space

### **Grounds**

All the grounds are at the rear of the property approximately half acre which is very ample and will allow for a number of different activities and leisure time.

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A description of the location of the home



The Newlands is located in the market town of Stone, it is situated in beautiful surroundings and ideal for children to grow up in a calm and peaceful environment. Its rural location provides a ample privacy from neighbours and substantial grounds for children to enjoy. Whilst being rurally located there is still easy access to facilities and amenities in the area to ensure children have opportunities to health and leisure services. The home is also still close enough (15-minute drive) to access the busier cities of Stafford and Stoke on Trent. The location of the home is approximately 2.5 miles from Stone train station, for which the home has a risk assessment in place for along with the main road which is 25 yards from the home.

A location risk assessment has been written and is in place to assess the suitability of the location of the Children's home.

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The arrangements for supporting the cultural linguistic and religious needs of children

A key part of the assessment procedure is the determination of each child's religious, ethnic, cultural, linguistic and dietary background and requirements. Newlands accepts children from a range of religious and cultural backgrounds and will fully accept and be respectful of the feelings of children and their families. Information will be gathered to ascertain a child's preferences and participation levels in their chosen religion and then a tailored approach will be given to support them whether this be attendance at a place of worship, daily practices, dietary requirements and any other personal needs.

There are a number of religious services in the local area including, Stone Baptist Church, St Johns Church Stone, and Medina Mosque Stoke on Trent. The home has easy access to Stafford and Stoke on Trent that would accommodate any religious or cultural following.

Education and informal learning would be provided to support a child's exploration of their religion and culture but also to enhance other children's understanding and acceptance.

The details of who to contact if a person has a complaint about the home and how the person can access the complaints policy.

We take complaints very seriously as the children we support often have repeated experiences of adults letting them down. They therefore need clear evidence that the adults supporting them can be trusted if they are to be able to overcome their difficulties and progress to fulfil their potential for a satisfying adult life.

Newlands complies with the 1989 Children Act by offering persons with parental responsibility or sufficient interest in the welfare of the children the right to complain using the process outlined in our policies. All parents, carers and Local Authority representatives are to have access to the written description of the Newlands complaints procedure on request. This information is also summarised below and within the Young Person's Guide, copies of which will be given to children and significant people on admission.

The Registered Manager has the responsibility to ensure all children are aware of how to make a complaint and their rights and choices regarding making a complaint and such is done during the admission of a child into the home and then reviewed during key-work sessions, and as any issues arise. Children/Children are able to voice their complaints either individually to staff or by means of children's meetings. Complaints in to the home will where applicable be used to inform future practice and make improvements.

On admission into the home children receive a complaints pack detailing the complaints procedure, other avenues of making a complaint and complaints form should they wish to make a written one. All children have access to a telephone and may contact their social worker, parents, Ofsted, NSPCC, Child-line or the Children's Commissioner should they wish to.

If efforts at a local level have proven unsuccessful in resolving a complaint, or the complainant feels unable or unwilling to follow an informal approach, reference can be made to Mark Duckers (complaint manager/Regional Manager) who is responsible for the local operation of the complaint's procedure. If the complaints manager is unable to resolve the matter, or in the event of a serious complaint, or if the person making the complaint is still not happy with the response they can contact Richard Power the managing director of Children's Services.

**If the complaint cannot be resolved by discussion within the company's procedures, or if the complainant does not wish to pursue the above route, they may have refer to the complainant's**



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procedure operated by the referring authority (details of which they should have received from the officer responsible for the referral), or to the local Staffordshire Safeguarding Team, whose telephone number is 08001313126.

Complaints about Newlands can also be made to OFSTED, which is;  
Ofsted,  
Piccadilly Gate,  
Store Street,  
Manchester,  
M1 2WD  
0300 123 1231.

Children are also referred in their children's guide to the:  
The Office of the Children's Commissioner  
Sanctuary Buildings  
20 Great Smith Street  
Westminster  
London  
SW1P 3BT Tel: 020 7783 8330  
Email: [info.request@childrenscommissioner.gsi.gov.uk](mailto:info.request@childrenscommissioner.gsi.gov.uk)

## **Internal Contact Details:**

David Leatherbarrow Chief Executive Officer: [01204 927621](tel:01204927621)  
Richard Power Managing Director of Children's Services: 01204 522 667  
Daniel Cooke Managing Director: [dan.cooke@ofgl.co.uk](mailto:dan.cooke@ofgl.co.uk)  
Alison Blythe Bishop Acting Operations Director: 07737510531  
National Care Manager Fay Shelton: [fay.shelton@ofgl.co.uk](mailto:fay.shelton@ofgl.co.uk)  
Mark Duckers Regional Manager: 07860404740  
Mark Duckers Responsible Individual: 07860404740  
Lisa Aspinall Registered Manager: 07523920551

The details of how a person, body or organisation involved in the care or protection of a child can access the homes child protection policies or the behaviour management policy.

## **Safeguarding Children**

Children at The Newlands are entitled to the same standard of protection from harm that is provided to any other child.

The home has clear guidelines in accordance with (Staffordshire) Local Safe Guarding Board/Safeguarding and Ofsted. Staff receive introduction and foundation Safeguarding training as part of their induction process. Staff are made aware of the whistle blowing policy which is available on the organisational portal Safecall, staff handbook and also on the staff notice board this can be done by telephone or if they wish to remain anonymous they can email. There is also a Resources Portal that has all up-to-date policies and procedures, all staff can access this Portal.

Staff are trained to record complaints accurately and clearly and to pass on their concerns to the Home Manager or deputy in their absence, or the manager on call/senior management. All procedures will be followed and the concerns passed on to the relevant persons. In the event of any suspicion of a safeguarding alert being raised the following people are notified:

Chief Executive Officer - David Leatherbarrow ([david.leatherbarrow@ofgl.co.uk](mailto:david.leatherbarrow@ofgl.co.uk))

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

Commercial Director – Richard Cooke ([Richard.cooke@ofgl.co.uk](mailto:Richard.cooke@ofgl.co.uk))

Managing Director of Children’s Services – Richard Power ([Richard.power@ofgl.co.uk](mailto:Richard.power@ofgl.co.uk))

Daniel Cooke Managing Director ([dan.cooke@ofgl.co.uk](mailto:dan.cooke@ofgl.co.uk))

Acting Operations Director- Alison Blythe Bishop ([alison.blyth-bishop@acorneducationandcare.co.uk](mailto:alison.blyth-bishop@acorneducationandcare.co.uk))

National Care Manager – Fay Shleton ([fay.shelton@ofgl.co.uk](mailto:fay.shelton@ofgl.co.uk))

Regional Manager – Mark Duckers ([mark.duckers@acorneducationandcare.com](mailto:mark.duckers@acorneducationandcare.com))

Responsible Individual – Mark Duckers ([mark.duckers@acorneducationandcare.com](mailto:mark.duckers@acorneducationandcare.com))

Registered Manager – Lisa Aspinall ([Lisa.Aspinall@acorneducationandcare.com](mailto:Lisa.Aspinall@acorneducationandcare.com))

Local safeguarding board / LADO – Staffordshire Safeguarding Board  
[staffordshire.lado@staffordshire.gov.uk](mailto:staffordshire.lado@staffordshire.gov.uk)

Ofsted - 08001313126 ([enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk))

## Anti-Radicalisation:

We recognise the risks to children around radicalisation and have developed a policy which outlines how the organisation will minimise those risks for the children we support. The anti radicalisation policy can be accessed by all staff on the resources portal. There is also online training on how to recognise the signs that a child might be subject to radicalisation.

If there any concerns regarding a child being subect to radicalistaion the following would be notified;

Registered Manager – Lisa Aspinall - 07523920551

Regional Manager / Responsible Individual – Mark Duckers  
[mark.duckers@acorneducationandcare.com](mailto:mark.duckers@acorneducationandcare.com)

Staffordshire Safeguarding Board – 0800 1313 126

Staffordshire PREVENT team - 01785 232054 or via email [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)

Ofsted – 0300 123 1231or via email (<https://www.gov.uk/guidance/tell-ofsted-about-an-incident-childrens-social-care-notification>)

## Bullying

No form of bullying or intimidation is tolerated at the Newlands irrespective of who the victim or perpetrator may be. Many of our children will have been subject to bullying during their lifetime and therefore it is everyone’s responsibility to combat bullying at every opportunity.

Children and staff should be protected from bullying. Bullying is abuse and/or intimidation by a person, a group of people or an organisation against another / others. On a child’s arrival at the Newlands, children will be given the young person’s handbook where there are clear boundaries, and expectations of acceptable behaviour, with particular attention to the approach that there is a zero tolerance on bullying.

## Missing from Home

Individual missing peron’s protocols and risk assessments are compiled for each child and take in to account any involvement required under Staffordshire Police’s Philomena Protocol guidance. On return from missing episodes, every child will be spoken to and supported to ensure they have been safe. An independent person will be offered to further support the child and discuss why they have been missing. Parents and referring agencies will be kept fully informed and consulted with as necessary. Within Staffordshire there is a trigger threshold of 3 occasions of going missing within a 90 day period meaning strategies will be discussed to prevent reoccurrence.

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Support is available to the home from Catch 22 who provide missing from home or care services to identify reasons for young people running away and provide support. Their services also prevent or stop child exploitation, raise awareness amongst young people and provide training for professionals, parents and carers.

Staffordshire Missing Persons Police Team – 01785 232876  
Staffordshire Safeguarding Board – 0800 1313 126  
Catch 22 – Emily Kidd Service Coordinator - 01782 237106

## 2. ENGAGING WITH THE WIDER SYSTEM

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Newlands works well with other professionals to ensure all relevant care plans and needs are met for the young people in their care. The home ensures it maintains effective professional relationships with local authorities, health professionals and all other organisations that are involved in the children and young people's care. Where needed the home will challenge placing authorities to ensure the child's needs are met. The home has established good working relationships with other professionals to ensure the outcomes of the children and young people.

## 3. VIEWS, WISHES AND FEELINGS

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### Views, Wishes and Feelings

A description of the homes policy and approach to consulting children about the quality of their care

Newlands holds monthly meetings for the children alongside any members of staff on duty. The views and opinions of children living at the Newlands are listened to and acted upon, when appropriate these views do materialise into effective change within the home.

Children have the opportunity to take part in the meeting as a group or individually and will have the chance to contribute to menus, activities and their views on the home and how things are going.

Keyworking sessions are carried out to seek children's views on a variety of topics;

- Prior to a review children are encouraged to discuss anything they want to raise so they can be supported accordingly.
- Once Individual Behaviour Support Plans have been compiled children have the opportunity to contribute to their plans by completing a reflective section.
- Child friendly placement plans are compiled for each child to help them understand why they are in care, the aims of their journey with us and given the chance to discuss anything about their plan.

To comply with Children's Homes Regulations 2001, (amended 2015) an Independent Regulation 44 Inspector will monitor the home on a monthly basis. Access to the children's files will be sought from the placing authority and the children for agreed written permission. They will gain feedback from the children living in the home or any key professionals such as Social Workers, families of the children to gain their thoughts about the home and care of their child.

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Home feedback questionnaires are completed with children to gain their views on their happiness and different aspects of the home and the care they receive. Feedback questionnaires are also shared with social workers and parents where appropriate to gain their views on the care provided to the children at the home.

In accordance with current regulations for the educational and care aspects of all placements, the school cooperates in all statutory reviews organised by referring agencies, taking a positive stance to facilitating reviews, helping in the arrangement of dates, reminding interested parties of the timescales involved and producing comprehensive and informative reports on time. These arrangements are covered in detail in company policies and procedures. At the child's review, agreed goals are put into place in line with the child's care plan. At the review we aim to help to evaluate the care plan through partnership working with the other professionals present ensuring that the opinions and wishes of the child are not lost within the process.

A description of the home's policy and approach in relation to:-

- a) anti-discriminatory practice in respect of children and their families; and
- b) children's rights

The staff team have some diversity in terms of gender, age and ethnicity, however the team is predominately White British which is reflective of the local area. With this being said the home would promote, support and ensure any cultural, ethnic and religious needs are met. We will not tolerate any prejudice and will promote a culture of acceptance and understanding so that children can experience inclusivity and the freedom to express themselves in a safe environment.

As a team we are flexible and willing to embrace the wider society we live in to help meet a child's needs, we will work closely with children and those involved in their care planning to ensure local or additional services are sought to ensure a holistic level of care is delivered. However, we equally understand the difficulties children can experience if they live in a community that does not reflect their own ethnicity or cultural preferences. With this in mind children who may experience feelings of exclusion will be consulted with at the referral stage along with relevant professionals so that careful consideration can be given to the effectiveness of any admission. In addition, the majority of the staff team speak English as their only language and therefore particular consideration and exploration would be needed as to whether we could meet their needs.

The home has a belief that children's rights should be catered for and championed at every opportunity, these beliefs stem from The United Nations Convention on the Rights of the Child (UNCRC), that every child has the right to;

- **Survival rights:** the child's right to life and the needs that are most basic to existence, such as nutrition, shelter, an adequate living standard, and access to medical services.
- **Development rights:** the right to education, play, leisure, cultural activities, access to information, and freedom of thought, conscience and religion.
- **Protection rights:** to ensure children are safeguarded against all forms of abuse, neglect and exploitation, including special care for refugee children; safeguards for children in the criminal justice system; protection for children in employment; protection and rehabilitation for children who have suffered exploitation or abuse of any kind.

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- **Participation rights:** encompass children's freedom to express opinions, to have a say in matters affecting their own lives, to join associations and to assemble peacefully. As their capacities develop, children should have increasing opportunity to participate in the activities of society, in preparation for adulthood.

## 4. EDUCATION

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Details of the provision to support children with special educational needs.

Newlands is a part of Outcomes First Group, which provides therapeutic care and education to children who experience social, emotional and mental health difficulties. For children who on a full education and care package they will attend Glebedale School in Stoke on Trent.

Glebedale School is a DfE registered independent school for boys and girls with Social, Emotional and Mental Health (SEMH) and other complex learning needs aged 7-19 years old. Based in Stoke-on-Trent and rated 'Good' by Ofsted, the school is proud to provide a safe, stimulating and nurturing environment, alongside a curriculum designed specifically to promote effective learning skills and encourage the personal growth and development of all pupils to ensure that they reach their full potential. The home is not jointly registered with the school.

Children may also attend mainstream schools on a care only package of support within the home; staff at the home are supportive of any alternative placements and work closely with the schools to ensure continuity of placement.

Attendance at school is on a full-time basis, which commences after a graduated transition, keyworkers (or a member of staff who knows the child well) will attend any necessary reviews or meetings to discuss their development. Attainment targets are set that are personal to the individual child and are achievable with the correct help and support, both educationally and residentially.

Most children at Glebedale School have experienced a range of factors which have potential to negatively shape their attitudes, motives and behaviours in relation to school attendance. The staff team work closely with the school to promote attendance and attainment.

If the home is registered as a school, details of the curriculum provided by the home and the management and structure of the arrangements for education.

Newlands is not dually registered to Glebedale School.

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If the home is not registered as a school, the arrangements for children to attend schools and the provision made by the home to promote children's educational achievement.

Education is available through Glebedale School who provide individual programmes of education tailored to children's specific needs. Whether educated at our schools or elsewhere children will be supported to follow the National Curriculum whilst promoting a culture that sets realistic but high expectations of everyone.

Staff recognise the types of challenges that children in care face with regards to accessing education, they will be supported to help realise their potential and have the opportunity to aspire to and achieve qualifications. The Newlands and Glebedale school work closely to develop a joint in-depth understanding of each child so that can be supported both educationally and emotionally.

The Newlands supports any type of education being undertaken by the child, for example mainstream schools and colleges, apprentices and work based learning. Staff within the home help children with homework, also planning and where needed support for educational trips. In the event a child attending a mainstream provision Newlands will actively support this. Staff will transport the children to and from school. The use of mainstream schools in the local area offer positive facilities for the children and promote development, further opportunities to socialise and independence.

## 5. ENJOYMENT AND ACHIEVEMENT

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

The home is fully committed to the perspective of social inclusion; we will actively support children in their particular interests both at the home and in the wider community. However the home realise that it might prove difficult for some children to have the confidence to engage in a regular club or hobby, they will be encouraged to participate in activities with staff support to build their confidence, self-esteem and social skills. Activities to support social skills and development are chosen through discussion around each of the child's skills, likes and abilities. The activities are fully risk assessed prior to the activity taking place.

The home is easily accessible to Stoke on Trent and Staffordshire which offers a plethora of activities some of which include; swimming, cinema, bowling, trampoline parks, sports clubs and nature reserves. Newlands can also provide opportunities for children to play and enjoy themselves at the home with in-house activities such as football, garden games, board games, trampolining, gardening, nature walks, arts and crafts sessions, games consoles, this also includes each child having the choice of watching their TV in the privacy of their own room should they wish too.

We will support children to foster good relations with their communities and in particular, for individuals with protected characteristics we will promote equality of opportunity.

The home values the self-esteem of children and will actively celebrate religious, cultural and special occasions. Children are encouraged to celebrate and participate in religious observance, e.g. Ramadan, Eid, Diwali, Christmas, Birthdays and other religious festivals.

The home understands the value of holidays and how these can positively impact on children and their wellbeing. They allow children to have new experiences and spend quality time with the staff and

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other children where safe and appropriate to do so. The home encourages and provides all children with the opportunity to go on holiday.

## 6. HEALTH

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Details of any healthcare or therapy provided, including:-

a) details of the qualifications and professional supervision of the staff involved in providing any healthcare or therapy and

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.

Newlands is supported by the in-house clinical team that provides therapy and/or assessment based upon each child's individual needs based on the Wellbeing Rainbow Strategy Model. 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 Head of Governance & clinical services.

The Wellbeing Rainbow is a three-tiered model of support which informs the well-being and clinical offer and places well-being at the core of everything we do. The three tiers follow a continuum of intensity support from Universal, Enhanced to Specialised. For instance, at a universal level, every child is supported by a care team trained in delivering a therapeutic parenting approach and adheres to each child's behaviour support and educational plans. This support is further complemented by members of the well-being and clinical team trained to deliver group-based interventions. Our enhanced support tier refers to our qualified health professionals who focus on increasing well-being through communication (Speech and Language Therapists), movement/environment (Occupational Therapists) and mental health (Psychologists and Psychotherapists). The specialised level consists of highly skilled clinicians supporting our children's well-being using evidence-based psychological intervention and holistic consultation.

Information gathered during an initial assessment within the first month of placement will inform the level of clinical support required for the child, whilst also informing risk assessment and behaviour support documentation. All documents are held within the child's file or for those where this would be appropriate, they can be accessed via the clinical team.

The core practice model for understanding the children in the care of children's services 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.

Staff are experienced trained and supported on an ongoing basis to help them work with traumatised children with a variety of presenting behaviours. These include children who display sexualised/harmful behaviours, self-harm and suicidal ideation.

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Initially when a child moves into the home the priority is on establishing a sense of safety and containment for the child in a nurturing environment. 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 and 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.

The children currently at the home have undergone an initial 12 week assessment that was in situ prior to the Rainbow Model being implemented. Any future admissions will be assessed under the Rainbow Model.

**Clinical Team – The home has an allocated clinical team for the region. They have a suitable set of qualifications, detailed in appendix C.**

## **Dr Carly Pointon**

Head of Clinical Operations – North and Consultant Clinical Psychologist

## **Dr Katie Caddick-Eardley**

Wellbeing and Clinical Locality Lead and Senior Specialist Educational Psychologist

## **Michelle Hopkins**

Wellbeing and Clinical Services Coordinator and Senior Specialist Art Psychotherapist

## **Dr Linda Sunday**

Wellbeing and Clinical Services Coordinator

## **Dr Ayesha Turner-Distin**

Forensic Psychologist

## **Dr Yuvender Prashar**

Senior Educational Psychologist

## **Katie Brereton**

Occupational Therapist

## **Joanne Pearson**

Psychotherapist

## **Nina Liney**

Art Psychotherapist

## **Shirley Tudor**

Senior specialist Occupational Therapist

## **Lucy Shortt**

Well-being and Clinical Service Lead, Consultant Specialist Speech and Language Therapist.

## **Karen Case**

Senior Psychotherapist

## **Benjamin Howells**

Assistant Therapist

## **Elisha Pahal**

Assistant Psychologist

## **Jaseep Kaur**

Assistant Psychologist



### The arrangements for promoting contact between children and their families and friends

Dependent upon the detailed provisions contained in the placement agreement confirmed with the referring Placing Authority, visits by relatives and visits home are encouraged, as is regular contact by telephone and letter. In addition, staff are readily available to family members for discussion and support, as necessary, on request. The Newlands fully support and facilitate contact arrangements; this includes transport and supervision where necessary to promote all family contacts for the children.

Visits from relatives, friends and significant others are encouraged, inline with individual care plans and in consultation with placing authorities. Direct visits, telephone and written communication will all be promoted.

The Newlands fully support and facilitate family time arrangements; this includes transport and supervision where necessary to promote all family contact for the children.

The home has ample space for professionals to visit children at the home with separate, private, quiet rooms available. If alternative arrangements have to be made for example a local authority contact centre the staff team will fully support this and supervise where needed.

## 8. THE PROTECTION OF YOUNG PEOPLE

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

The home does have door alarms fitted to children's bedroom doors including the front door and back door. These can be activated when each door is opened.

In reference to children's bedroom doors; these are not activated unless specific needs are required to safeguard each child within the home. This will be clearly identified in each child's risk assessment. There is written permission for the use of door alarms from the placing authority on each children's file.

Children need to be aware of such measures and discussions should take place with the child and their social worker to ensure door alarms remain necessary.

### The homes approach to behavioural support including information about:-

- a) the homes approach in relation to children and
- b) how persons working in the home are trained in restraint and how their competence is assessed

We aim to provide a high standard of individualised behaviour management support within all of our homes. Our children are encouraged to actively participate within their behaviour support profiles, respecting their choices wishes and experiences. The 'Young Person's Handbook' clearly identifies the behavioural expectations of the children who live at the

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home. This plan reflects positive behaviours, rewards and support for the children alongside positive intervention strategies which work for the individual child.

Staff are trained in CPI (Crisis Prevention Institute) Safety Intervention Foundation level training. This training incorporates trauma-informed and person-centred approaches integral to the application of the model. 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 model- this is assessed through behavioural observation and assessment of risk and tailored to the individual needs of the child. This 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 or threat of danger or harm as per company values and legislation. Staff to inform all children before and after physical intervention of reasons why it has been used, such as to keep everyone safe from harm. Staff and children are given the opportunity to re-attune the relationship following any incident, to look at ways it could have been prevented if possible via key working and/or debrief. De briefs are used and medical attention offered especially post physical intervention.

Physical interventions will always be used as a last resort and will only be used to ensure safety. Children will be fully supported following any incident of physical intervention.

The homes focuses on positive reinforcement and a restorative justice approach.

The principles relating to the use of Physical Intervention may be summarised as follows:

- Staff should have grounds for believing that immediate action is necessary to prevent a child from significantly injuring himself or others.
- Staff should take steps in advance to avoid the need for Physical Intervention, e.g. through dialogue and diversion and the child should be warned verbally that Physical Intervention will be used unless they desist.
- Only the minimum force necessary to prevent injury or damage should be applied.
- Every effort should be made to secure the presence of other staff before applying Physical Intervention. These staff can act as assistants and witnesses.
- As soon as it is safe, Physical Intervention should be gradually relaxed to allow the child to regain self-control.
- Physical Intervention should be an act of care and support, not punishment or forced compliance.

Appropriate notes should be recorded in relation to all Physical Intervention incidents and the incident communicated to management as well as other relevant members of staff. A record of the Physical Intervention must be recorded in the Child's records and shared with their social worker. All Physical Intervention reports must be monitored and evaluated by the Manager/deputy manager.

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After a suitable period of time the child's key worker should seek privacy with the child to discuss the incident and explore possible ways of this being avoided in the future.

## **MONITORING OF BEHAVIOUR AND INCIDENTS**

The Registered Manager & deputy manager monitor all incidents of behaviour support, discipline and restraint to identify any trends and patterns that will assist with improving practice. The information from the analysis helps to inform our care planning, risk assessing and individual behaviour support plans.

## 9. LEADERSHIP AND MANAGEMENT

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The name and work address of:-

- a) the registered provider
- b) the responsible individual
- c) the registered manager

Newlands is part of the Outcomes First Group Ltd. **The Chief Executive** on behalf of the company is David Leatherbarrow CEO, who is based at;  
1 Merchants Place,  
River Street,  
Bolton  
BL2 1BX

The **Registered Provider** is Outcomes First Group  
Atria,  
Spa Road,  
Bolton,  
BL1 4AG.

The **Responsible Individual** – Mark Duckers  
Tel: 07860 404740  
[mark.duckers@acorneducationandcare.com](mailto:mark.duckers@acorneducationandcare.com)

The **Registered Manager** is Lisa Aspinall; she is based at the home.  
Tel: 0330 998 0439  
Mobile: 07710 173751  
[Lisa.Aspinall@acorneducationandcare.com](mailto:Lisa.Aspinall@acorneducationandcare.com)

Details of the experience and qualifications of staff, including any staff commissioned to provide education or healthcare.

### **Registered Manager – Lisa Aspinall**

NVQ Level 3 – Children and Young People, Level 3 Therapeutic Care and Reflective Practice, currently undertaking Level 5 Leadership and Management.

### **Deputy Manager – Paul Woodman**

QCF Level 3 - Caring for Children and Young People.

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## **Team Leader – Nikki Banks**

QCF Level 4 Caring for Children and Young People.

## **Team Leader – Rachel Moseley**

QCF Level 3 - Caring for Children and Young People.

## **Therapeutic Support Workers**

Mahbooba Azizi – Currently undertaking relevant qualification – currently on maternity leave.

Molly Brammer – QCF Level 4 Children and Young People.

Lucy Meaney – Working towards qualification.

Keith Rogers - Currently working through probationary period.

Jacqueline Mallinder – Currently working through probationary period.

Outcomes First Group and the Newlands are committed to delivering training of the highest standard and in line with best practice. All training courses are current and meet all essential legislation and regulatory reforms. Our training is bespoke in order to meet the service needs and that of the child. Staff will engage in a two week initial induction programme prior to their first contact with a child. We take exceptional steps to ensure that their training meets the needs of the child and is safe, relevant, proportionate and engaging.

Upon commencing their employment the following training will be covered as part of the induction, mandatory and core training during their probation (new courses added in April 2021 to the mandatory training list is the new system platform of online training: SHINE):

- CPI (Crisis Prevention Institute) safety Intervention Foundation level training
- Safeguarding introduction and foundation
- 1 Day Emergency First Aid at Work/essential first aid and basic life support online courses completed until face to face training date completed.
- Therapeutic Parenting foundation course- covers PACE, child development and attachment theory.
- COSHH/Health & Safety/Infection Control/RIDDOR/manual handling
- Fire safety
- Medication Awareness
- Recording and Reporting
- Complaints & whistle blowing
- GDPR
- Self harm
- Missing from care/CSE/CCE
- PREVENT
- Sexual harmful behaviours
- Ligation Training
- Equality and diversity

Training is refreshed and updated as required. Additional specialist ongoing training which is offered as a rolling annual programme, subject areas include:

- Safer Recruitment
- Supervision Training
- CEOP: E safety

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- Positive contact for looked after children
- Risk assessment
- Key working
- FGM
- Bullying awareness
- Driver awareness

Alongside a wealth of child specific needs training available on the platform and professional development for staff members

Once their probationary period has been completed all Therapeutic Support Workers will be enrolled on to the Level 4 Diploma for Residential Childcare. Prior to the Level 4 being introduced staff were enrolled on to the Level 3 qualification which continues to be undertaken. All staff are expected to have achieved their qualification within two years of employment in line with the Children's Home Regulations. This will ensure care practitioners are competent and qualified within their role, and have the necessary skills and knowledge to apply to their everyday practice.

Alongside the training all staff working within the home receive regular supervisions on a monthly basis for no less than one hour. However, staff completing their probationary six-month period will receive supervisions on a fortnightly basis to maximise the learning potential. As part of the supervisions staff and their line manager will discuss the PDR completing these on an annual basis.

Details of the management and staffing structure of the home, including arrangements for the professional supervision of staff, including staff that provide education of healthcare.

The Newlands is staffed as follows: 1 x **Registered Manager**, 1 x **Deputy Manager** who holds Deputising Responsibility in the absence of the manager, 2 x **Team Leader**, and up to 9 x **Therapeutic Support Workers**. The team looks at a balance of both sexes where possible helping give the children positive role models to assist in their individual growth through nurturing, positive interaction and care.

We believe that children need continuity of care and this is reflected in our rota system. Our care staff are on duty between 07.30hrs – 23.00hrs, with up to four staff on shift at any one time and two staff sleeping in with the option of waking night staff if the need arises. The staffing ratio can change to reflect the care needs of each child. Further to this, the Manager is present throughout the day during the week.

An on-call system is in place regarding support to the staff; Monday – Thursday the Service Manager is on call to support his/her service. From Friday 5:00 pm to Monday 7:00 am the appointed On-call Manager covers the home along with the other residential services, an appointed Senior On-Call covers the same week end hours to offer additional support to the Service.

Shortfalls arising in the rota due to immediate absence, long-term absence or vacancies are managed by the following means:-

- Overtime in the shape of part/full shifts is offered to the internal staff team.

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Alternatively the same offer can also be presented to staff working within other homes.

- We have a bank staff system in place these staff will have completed a condensed Induction Training Plan with the relevant checks needed to be suitable to work with children.
- The home will seek to use temporary staff from a registered staffing agency commissioned by the company only in exceptional circumstances. Full checks in line with quality standards and schedule 2 checks are undertaken on any staff used within the home under these circumstances.

All staff, prior to being employed in the service, are subject to an extensive selection and vetting process. Checks are carried out with the Disclosure and Barring Service and previous employers to ensure that there are no aspects of their background that would make them unsuitable for work involving the care, therapeutic support and education of our children.

All staff receive professional support and supervision. For staff completing their probation period they receive formal supervision which can include practical work based learning every 2 weeks for a period of no less than 1 hour each supervision. Following completion of their probationary period Newlands advocates a minimum of an hour's supervision each month. Supervisors/line managers are competent in delivering high quality supervisions through training in this area.

In order to manage staffing shortfalls within the rota the home operates the following procedure; pre booked shortfalls such as annual leave/training are generally covered within the homes rota allocation without falling below the minimum staffing levels.

If the staff are all one sex, or mainly of one sex, a description of how the home promotes appropriate role models of both sexes

We are committed in providing a service which promotes appropriate role models of both sexes. The home has both male and females staff of different age, culture and background which provides positive role models for the children. We promote both role models by having a culture where we discuss and present influential people around the world both past and present to celebrate achievements. Gender roles are not stereotyped and children are promoted to achieve their set goals.

## Care Planning

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

All referrals to the home are subject to an impact/ matching risk assessment. This assesses whether the home is the right for them and able to meet their needs and the objectives of their care plan. The assessment will focus on the impact moving to the home will have on

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them but also the impact on the current children, to ensure that all of our children are safe and have every opportunity to develop.

All referrals for admission are assessed on the basis of detailed information provided by the referring authority and other agencies as appropriate. On the basis of the full referral process, information received in regards to the child will be screened at senior management level, if felt it is an appropriate placement, the information will be passed to the Registered Manager who will make the final decision if the children can be accommodated at the home.

Wherever possible, all new referrals will be visited by members of the staff team and have the opportunity to visit the home themselves if possible. 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. Emergency placements will be carefully considered and there are procedures in place to ensure these difficult transitions are managed as effectively as possible.

Careful planning and an agreed transitional period will be implemented to introduce the child to the home.

The service will consider emergency placements subject to an appropriate impact risk assessment being completed and relevant information collated.

The home aims to consult with all children when a prospective placement is looking likely, however there may be occasions when they are not fully consulted with, the staff team will endeavour to involve them as much as possible to support the transition of all involved.

We welcome children into the home as and when the need arises. In the event of a vacancy, the bedroom is fully refurbished and furnished to a high standard and all relevant administrative requirements are in place.

## Appendix A – workforce experience and qualifications

Staff member Name	Start date	Job Role	Experience	Qualifications
Lisa Aspinal		Manager		Undertaking level 5 leadership and management
Paul Woodman		Deputy Manager		Level 3 children and young people
Nicki Banks		Team Leader		Level 4 children and young people
Molly Brammer		Team Leader		Level 4 children and young people
Kian Caunt	March 2024	Care Worker		Probationary period
Bethanie Carswell Morris	March 2024	Care Worker		Probationary period
Zahra Hawkes	March 2024	Care Worker		Probationary period
Danny Worsdale	March 2024	Care Worker		Probationary period
Bozhidara Koleva	March 2024	Care Worker		Probationary period
Carli Mincher	March 2024	Care Worker		Probationary period

Temporary Staff member Name	Start date	Job Role	Experience	Qualifications



## 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 Athena Hub Clinical Team, together with their professional qualifications. These clinicians may support any of the residential settings within the Athena Hub Clinical Team

Athena Hub Wellbeing and Clinical Service		
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

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Athena Hub Wellbeing and Clinical Service		
Clinical Employee Name	Job title	Qualifications
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

*NB. list is live as of April 2024*

## 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-

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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.

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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

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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 <sup>rd</sup> 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	Standing to Seated
Education	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Health/Human	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	✓	✓	✓	✓	✓	✓	✓	✓
Timings (minutes)	150											30	20	15	35	35	35	35	





# Acorn Education And Care

## 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.

# Acorn Education And Care