

Statement of Purpose



URN: 1277045 – Oak Tree House.

Acorn Education And Care

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

1. QUALITY AND PURPOSE OF CARE

Our purpose is to provide outstanding care and education to the UK's most vulnerable and difficult to place children and young people whether with specialist foster parents, within education or in a supportive and understanding environment of residential care.

Outcomes First Group is an organisation committed to providing high quality care and delivering positive outcomes for children via a truly multidisciplinary team approach within an open but emotionally secure domestic style environment. As a transparent organization, we recognise that every child and the care they receive matters.

Every child will be given the space to grow and the support to achieve, the home will have a nurturing approach. We will support children in the home to access the local community.

We offer each and every child and 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.

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.

Oak Tree House has high expectations for the children who reside with us. We emphasise the importance of education and celebrate achievements. We aim to provide children with the vital skills they need to go on to lead fulfilled lives as independently as they are able.

Outcome's First Group firmly believes in its care philosophy, which impacts on and guides all areas of our service provision to every child.

Oak Tree House is a Residential home committed to providing care to children/young people on a short, medium, or long-term basis depending on their individual needs. Oak Tree House provides a holistic, safe, stimulating and supporting family environment, where children can live, learn, and develop.

Oak Tree House will provide a high standard of care, educational support and can accommodate for up to 4 children, male or female, aged seven to eighteen years.

Progress by the child towards achieving the main objectives of their care plan is monitored and reviewed monthly and with other professional representatives of the responsible local

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authority at statutory intervals. Should there be change in the child's behaviour, their Social Worker would be contacted immediately.

The home is responsible for:

- Promoting the child's participation in and the ownership of their care plan or semi/full independent package
- Actively putting their care plan as well as any independent package into action.
- Ensuring the care plan or independent package is reviewed at appropriate intervals.
- Ensuring the main aims of the placement are kept on target.
- Ensuring that the children's file is kept in order and up to date.
- Ensuring that all necessary appointments are arranged, and social workers, parents or significant others are kept well informed.
- Being a contact person for the child to approach if they have any concerns, worries or aspirations they want to discuss.
- Being responsible for promoting personal health and hygiene, active participation in all individual or group activities and planning their weekly menus and activities, involving the young people in making their plans as far as they are able.
- Assisting the children to establish, promote and maintain positive links with school, family members (or significant others) and other professionals involved in their care.
- Working with the children to identify and work towards their own dreams and aspirations.

Location and Accommodation

Oak Tree House is situated in Blackwater on the outskirts of a small village community, not too far from Truro, St. Agnes and Porthtowan.

The home has a kitchen, lounge, dining room area, a playroom, sensory room, and 5 bedrooms, one of which is the team's sleeping in room, and a large family sized bathroom. The communal living areas contain a selection of resources including televisions, music and games, books, and craft activities. The children are encouraged to make use of the extensive garden where they can partake in different activities such as trampolining, ball games, or playing on the swings.

Each child has their own bedroom. Each bedroom will have a single bed and a chest of drawers. Each young person will be encouraged to personalize their room when they move in and refresh the room as their tastes evolve over time.

Children have access to a phone and the internet on an individualized basis in line with care plans to ensure attachments are maintained with significant people.

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The home will ensure compatibility with other children already resident in the home through a robust impact assessment. This will include discussing thoughts, feelings and worries of all the children involved.

2. ENGAGING WITH THE WIDER SYSTEM

Oak Tree House works with external agencies, bodies, and establishments, in the spirit of partnership (CA 2004/WTSC 2023), with a view to:

- Maintaining, supporting, and actively encouraging regular and consistent contact with the child's/young person's family, friends, and significant others. The amount of family time should be agreed at Planning Meetings, where the needs of the children and views of all parties involved will be considered. Family time is achieved through telephone calls, letterbox, home visits, day trips out in addition to visits to see the child within Oak Tree House.
- Maintaining and encouraging regular access to, and contact with, the child's Social Worker, ensuring any issues, or concerns, can be discussed between the child 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. Particular attention is paid to the attendance levels. Also, Team Members will look to actively promote action plans to help the child 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 Blackwater ensuring a balanced and structured programme geared toward the ongoing development of the child.
- To maintain regular contact and co-operation with other psychologists, psychiatrists, therapists, 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.
- Working collaboratively with the local authority to achieve the best outcomes for the children in our care.

3. VIEWS, WISHES AND FEELINGS

Oak Tree 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 is paramount consideration' in any given care situation.

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Outcomes First Group 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 our children deserve and should be afforded the opportunity to:

- Be as physically and mentally healthy and able 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.

Children are invited to participate in decisions concerning the home and daily life; for example, in menu planning, house decoration and decisions concerning recreational activities. The team will encourage weekly house chats (conversations over dinner or whilst relaxing in the lounge) where they will discuss the running of the home, whether they may like to make any adaptations, encourage suggestions and contributions to wider community life and activities. Children will have the opportunity to raise any matters concerning the operation of the home with the Regional Manager through regular monthly monitoring visits.

Children's Voice

The children we look after at Oak Tree House are likely to have complex learning difficulties that make it particularly challenging for their voices to be heard. Notwithstanding these challenges, the team at Oak Tree House will use a range of tools and skills to ensure the children's voices are heard. These will include:

- Social Stories – events and activities will be captured in pictures, and these will then be used to discuss activities past and help to prepare for activities in the future not

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only to prepare the child for the upcoming activity but also to gauge their enjoyment and enthusiasm for those activities.

- Pictures Exchange Communications System (PECS) are used within the home and school, using common signage to help with managing routines and helping the children transition between activities using 'Now, Next and Then' as applicable based on the individual child's understanding.
- Makaton – team members are trained to Level 2 in Makaton with 1 member trained to a higher level specifically focusing on Makaton safeguarding tools.
- Other skills or resources identified during the assessment phase as being specifically needed to support a child would be implemented as required.

As the children develop, so will the team develop their skills and knowledge to support the children through those stages of development at a pace appropriate to their needs.

Children's Rights

- Children have the right to complain to their social workers, any team member, OFSTED, Child Line, the Police, and any other professional involved in the care of the child.
- Children have the right to complain about anything that is of concern to them.
- Children who are assaulted have the right to inform the Police and instigate criminal/Safeguarding proceedings.
- Advocates will be sourced for children on their request. All children receive information about their right to advocacy.
- Any complaint that concerns assault or abuse MUST be addressed in accordance with the PCS Safeguarding procedure and Working Together to Safeguard Children 2023. This is covered again later in this document.

The Team at Oak Tree House will ensure the voices of the children living at the house are heard and listened to. To comply with The Children's Homes (England) Regulations 2015 an independent Regulation 44 visitor will monitor the home monthly. Permission for her to access the children's files will be sought from the placing authority and the children.

The Children's Rights will be enabled by:

- Regulation 44 visits from the Independent Person who talks with the children and gives them an opportunity to express any compliment or complaint.
- Providing access to advocacy services where young people may wish to talk to someone outside of the home.
- Offering access to telephone helplines where children can talk privately to someone outside of the home.

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- Ensuring there is access to complaint information and forms where young people can express their concerns.
- Gaining feedback from children via house chats (Or individual discussions depending on their individual needs).
- Children's involvement in their care plans
- Inspections by Ofsted enable individuals to talk directly to the regulating body of the home.
- Providing access to Ofsted telephone numbers to voice concerns at any time.

4. EDUCATION

In addition to our legal duty under the Education Act 1996 to ensure that all compulsory school age children receive a full-time education suitable to their individual needs, we also appreciate the extra responsibility placed on us by research suggesting that children within the care system are potentially at risk of poor educational achievement. Therefore, we take very seriously our duty to ensure that children in our care achieve generally, and educationally, to their highest potential.

The team at Oak Tree House are all involved in proactively implementing the provision of each child's Personal Education Plan (PEP). Key Workers/Children Home Managers oversee the implementation of PEPs and monitor progress against objectives. We will liaise with the relevant professionals to support children who have a SEN/EHCP.

The home will create a positive culture and environment for valuing education with adequate space and facilities for children to do their homework, including quiet, well equipped study areas. At Oak Tree House we also appreciate the value of informal learning and encourage every opportunity for children to develop their wider knowledge and life skills.

Educational Services Offered

Outcomes First Group provides a combined education and care package for all children coming into our care. Within Cornwall, we have 2 specialist school available to us: Oak Tree School in Threemilestone, Truro and Red Moor School near Bodmin. We will seek to place our children in these schools if they are considered the most suitable for meeting their needs.

5. ENJOYMENT AND ACHIEVEMENT

Opportunities for Leisure, Recreational & Social Activities

Oak Tree House is situated in the heart of Cornwall close to some of the most breath-taking beaches and countryside. Many of our hours of leisure will be spent walking, playing and generally enjoying the freedom these wide-open spaces offer. Many locations are extremely popular with tourists and will be too stimulating to be enjoyed by our children except when these seasonal visitors are elsewhere but, there are many secret locations nearby where we can enjoy peace and tranquillity even in the height of summer.

The team recognizes the benefit to children of participation in leisure, recreational, and social activities and will encourage children to continue with hobbies and activities they have enjoyed in previous placements and will also encourage them to trial new ventures. We also recognise that it is important for our children to have some down time doing nothing in particular, resting at home reading a book, watching TV, or playing on their tech. We aim to get the right balance appropriate to support each child's individual needs.

Within the surrounding areas there are many leisure, recreational, and social activities available, including wooded areas for den building, skate and play parks, riding stables and petting zoos, fitness gyms and leisure centres and all manner of physical activities such as trampoline parks, climbing walls and water activity centres.

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Each child at Oak Tree House has a weekly Personal Activity Planner that sets out the child's plan for the week ahead. This ensures that both children and the team can form a picture of the week ahead ensuring balance and variety. We also ensure our children are actively involved in these, where possible, to ensure they are given autonomy and independence over what they may like to do.

6. HEALTH

Oak Tree House adopts, and follows, Outcomes First Group policy & procedural guidelines on the provision of health care for every child. This ensures a consistent and proactive approach to health and health education by both the team and children. The central focus of our health policy is to empower the children and to provide them with the tools and information to make informed decisions about their health.

Upon admission, every child is registered at the local GP surgery and will have a new patient health check. All children within our care have access to a range of other health care facilities, which may include:

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- Dentists
- Chiropodists
- Counsellors ▪ Opticians
- CAMHS if applicable
- Other Therapeutic services as appropriate

Health Education is promoted via structured individual key work, or group sessions, whichever is thought to be more appropriate in accordance with the feelings of the children/young people.

The Outcome's First Health Care Policy includes information on physical, emotional & sexual health. Our philosophy and approach are 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.

We aim to work closely not only the children, but the other adults, family members and care professionals, in their lives. To do this we provide a holistic service, where we aim to review each child regularly with health professionals, educational professions, and consultants. This ensures we are providing a team around the child approach to ensure they are being supported every step of the way with a service tailored to their individual needs.

Each of the Acorn Education and Care Children's Services' regions are supported by a designated and integrated clinical multi-disciplinary team, whose combined expertise aims to reflect the presenting needs of the children living and learning within the region's homes and schools. Our regional team is supported by clinical staffs based at the school attended by the children. Our aim is to improve the quality and efficiency of evidence-based care, allowing us to work towards maximising quality of life in a truly integrated manner.

Within the region, we hold monthly meetings to review the specific needs focused on each child. This may include referring to other outside agencies and therapeutic services such as:

- Play Therapy
- Behavioural therapists/mentoring services (e.g. White Gold / Dreadnaught Centre)
- Bereavement support (Penhaligan's Friends)
- Sexual Education / Health Support

Cases are then reviewed monthly to assess progress and adapt as required to support young people's changing needs.

7. POSITIVE RELATIONSHIPS

We seek to provide the children with positive and engaging relationships with adults & peers. This must be in a way that provides appropriate boundaries for their behaviour and does not impose expectations or responsibilities on them.

The welfare of the children is paramount. It is our belief that when looking after children away from home, and wherever possible, family time must be promoted and maintained with the child's parents, relatives, friends, and natural community. The amount of family time will be set at the Planning Meeting, where the views of all parties and the needs of the child will be considered. The family time may be through visits, video calls, telephone, e-mails and letters, provided there are no restrictions. Team Members will monitor family time and help children to improve the standard of their contact if appropriate. This will include transporting children to and from visits and facilitating visits within the home or other relevant locations.

All children have access to a telephone, which they can use in accordance with their personalised plans to contact social worker, IRO's, child associated helplines and family members.

8. THE PROTECTION OF YOUNG PEOPLE

At Oak Tree House everything we do is geared to the protection, happiness, and development of children. Our Safeguarding Policy is supplemented by a range of child-centred policies and procedures. The policy provides detailed definitions of physical, sexual, and emotional abuse, mental cruelty, and neglect. It also 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 Group policies include:

- Disciplining /Behaviour Management strategies for Children with consistent firm boundaries
- Direct Work with Children – Protecting Team Members
- Whistle Blowing
- Confidentiality
- The duty of care and public liability insurance
- Records and Record Keeping
- Computer Safety
- Working with Social Workers

The Outcomes First Group policy framework and management approach is designed to minimise the risk of child abuse. However, we recognise that there is always a chance that a child located in the safest of environments may fall victim to abuse. At Outcomes First Group

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no child protection issue is ignored. Our response to any allegation, or suspicion, is childcentred, transparent, swift, and affirmative.

Team Members within the home are required to undertake annual Crisis Prevention Institute (CPI) Safety Intervention Foundation level training. This training incorporates trauma-informed and person-centred approaches integral to the application of the model. CPI focuses on prevention through de-escalation techniques with the application of non-restrictive intervention where required to support behaviours. As a last resort, restrictive physical intervention may be used where the child's behaviour is perceived as putting their safety or that of others at immediate risk and there is perceived to be no alternative.

Copies of the Outcomes First Group Safeguarding / Child Protection Policy are available upon request.

Bullying/anti-oppressive and anti-discrimination.

The home is committed to providing a residential environment where children can live safely and without the fear of oppressive behaviour from the team or peers through any form of bullying or intimidation. Outcomes First Group provides the team and children in its 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 Team Members 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.
- 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 to agree an action plan to deal with the bullying; this may include reviewing the appropriateness, and compatibility, of placements.
- Identify, and action, positive alternatives for both victim and perpetrator to develop those skills necessary for positive relationships.
- Keep a written record of all incidents and actions taken.

Outcome's First Group believes bullying and oppressive behaviour has no place within its homes, in any shape or form. We are committed to an equality of service that demands a safe and caring environment for all service users.

9. LEADERSHIP AND MANAGEMENT

Oak Tree House (URN 1277045) is owned by Acorn Education and Care, which is part of the Outcomes First Group (registered company number 8516289).

The Registered Provider is Pathway Care Solutions Ltd, a wholly owned subsidiary of Outcomes First Group
1 Merchants Place River Street Bolton BL2 1BX

Under the Chief Executive, David Leatherbarrow, Outcome First Group head office in Bolton oversees the delivery of the Groups objectives through its management board and subsidiary departments providing a centralised approach to delivering core function such as Finance and Procurement, HR, Training, Recruitment and Admin, Quality and Operations. At this core the company employs subject matter experts in all the core business functions thereby providing a high level of expertise able to support the grassroots delivery of our services, including:

- Clinical Support
- Health and Safety
- Safeguarding
- Trauma Informed Practice
- Autism

OFG Operations Group – Director of Care Alison Blyth-Bishop

Overseeing the delivery of residential children’s care at the Centre is Director of Care, Alison Blyth-Bishop. Alison joined Outcomes First Group in 2019 and has been working with the national care team around supporting the children’s residential improvement journeys and in October 2022 became Director of care and February 2023 Acorn Operations Director of Care. Prior to joining Outcomes First Group Alison worked in residential care for 2 large private providers for 13 years as a regional manager and responsible individual but started her career working for local authority in secure accommodation working with young people being supported in both criminal youth justice and welfare secure needs. Whilst being a director Alison’s passion lies with engagement of both staff and young people.

Allison is supported in this function by a cadre of regional care managers, each of whom is the Responsible Individual for the homes within their region, is the Designated Safeguarding Lead for the homes under their remit and line manager for the Registered Managers.

Regional Manager South West – Post Currently Vacant covered by Alison Blyth-Bishop

Regional Manager/Responsible Individual & Designated Safeguarding Lead- Outcomes First Group South West Region **TBC**

Appendix A – workforce experience and qualifications

Staff member Name	Start date	Job Role	Experience	Qualifications
Nicola Ackers	14.08.2017	Manager	Nicola joined the Portreath team in 2017 after completing a foundation degree in Applied Psychology and then a BA in the study of Human Behaviour. She has subsequently supported the young people and team as a Senior Carer from 2019 and as Deputy Manager from October 2020. In March 2021 Nicola was appointed Interim Manager at Portreath House and successfully registered with Ofsted in October 2021. In July 2023 Nicola successfully applied for the role of Care Home Manager at Oak Tree House and is currently in the process of re-registering for this role with Ofsted.	<p>HND Applied Psychology</p> <p>BA Human behavioural studies</p> <p>Level 3 Diploma in children and young people's workforce.</p> <p>Enrolled onto Level 5 Diploma in Leadership and Management for Residential Childcare-20.10.23</p> <p>Level 5 Safeguarding for Managers</p>
Simon Barnes	26.02.2019	Deputy Manager	Simon joined the Oak Tree House team after working for 3 years at the Outcomes First Group sister home, Portreath House. Prior to working for the group he spent nearly 30 years in the Royal Air Force, retiring in the rank of Squadron Leader. Initially an engineer, he spent most of his career in administrative roles including HR, Finance, Governance, Project Management, Intelligence, Media and Operations. After a short period owning and running a guest house he started working waking nights at Portreath House in 2019 before moving across to be Deputy Manager at Oak Tree House in February 2022.	<p>Level 3 Diploma in Aeronautical Engineering Airframes and Mechanical 1987.</p> <p>Level 3 Diploma in children and young people's workforce.</p> <p>Level 5 Diploma in Leadership and Management for Residential Childcare</p> <p>Level 5 Safeguarding for Managers</p> <p>IOSH Managing Safety</p>

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Cortney Beer	08.08.2022	Senior Childrens support worker	Retail Customer services Hospitality Sales	GCSEs: Maths, English Literature, English Language, Biology, Chemistry, Physics, Geography, French, Photography, Religious Education, and ECDL. A-Level Health & social care
Imogen Ashworth	14.06.2021	Senior Childrens support worker	Wellbeing Advisor Hospitality SEN support	8 GCSE's A-C BA (Hons) Human Behavioural Studies FDA Childhood Education Children's Play, Learning and Development (Early Years Educator) (VRQ)
Jemma Bills	25.07.2022	Childrens support worker	Customer services	8 GCSE's B-D OCR Health & social care Animal care
Brittany Andrewartha	17.10.2022	Childrens support worker	Early years education Roddas Creamery 1:1 SEN support Community care	8 GCSE's A-D
Jade Richards	09.01.2023	Childrens support worker	Food/catering industry Elderly care	7 GCSE's B-C
Priya-Louan Macknay	04.09.2023	Childrens support worker	Credit control. Customer services Sales Executive Del assistant Domestic cleaner	GCSE's B-C NVQ Customer service Business & Administration level 2
Cyan Clarke	11.03.2024	Childrens support worker	Racing Stables Yard Assistant Retail and Customer Services Domestic Support Elderly Residential Care Support	NVQ Horticulture NVQ Horse Care
Mike Field	08.04.2024	Childrens support worker	Learning Resources Assistant IT Support to Education	NVQ Level 3 Management ILM First Line Management BTEC Diploma in Computing
Mthokozisi Sibanda	11.12.2023	Waking night Childrens support worker	Teaching Accounting Business Voluntary Care	Bachelor Honors Degree in Accounting and Finance Masters in Business Administration

Appendix B - Wellbeing and Clinical Service

Who Supports the Home and Young People

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

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

Athena Hub Wellbeing and Clinical Service (clinical services to complete for all clinicians using same format throughout table...)		
Clinical Employee Name	Job title	Qualifications
EXAMPLE FORMAT	Wellbeing and Clinical Locality Lead	BSc Hons – Psychology Degree MSc - Applied Forensic Psychology Master's Degree DClinPsy - Doctorate in Clinical Psychology HCPC - Registered No.
	Wellbeing and Clinical Services Coordinator	
NB. list is live as of (clinical service to insert date)		

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.

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

Universal Offer

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

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

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

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

Enhanced Offer

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

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

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

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

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

Specialist Offer

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

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

Appendix D – Crisis Prevention Institute Safety

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

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

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

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

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

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

Safety Intervention - Foundation™



Table 1: Disengagement

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

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

Table 2: Holding

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

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

Safety Intervention - Advanced™



Table 1: Disengagement

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

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

Table 2: Holding

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

Appendix E – Outcomes First Group

Who are we?

In 2016, NFA Group combined forces with Acorn Education and Care to create the UK's leading and largest Children's care provider. With over 2 decades of experience and a positive reputation as a specialist, multi-divisional organisation, the NFA Group provided high-quality Education, Care and Fostering services to vulnerable children and young people, offering them a safe and nurturing environment in which to learn, grow and succeed.

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

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

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

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

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